DOCUMENT RESUME

ED 037 708 24 AL 002 333

AUTHOR	Sugai, Elaine E.; Sugano, Miyoko
TITLE	Teaching Standard English as a Second Dialect to Primary School Children in Hilo, Hawaii. Appendix B: Teacher's Guide and Lessons. Volume II of II Volumes. Final Report.
INSTITUTION	Hawaii State Dept. of Education, Hilo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-5-0692
PUB DATE	Oct 69
CONTRACT	OEC-6-10-176
NOTE	707p.
EDRS PRICE	EDRS Price MF-$2.75 HC-$35.45
DESCRIPTORS	Audiolingual Methods, Audiovisual Aids, *Grammar, *Nonstandard Dialects, Pattern Drills (Language), Phonemic Alphabets, Pidgins, Primary Grades, *Pronunciation Instruction, Standard Spoken Usage, *Teaching Guides, *Tenl

ABSTRACT

This document comprises the teacher's guide and lessons for teaching standard English to kindergarten through third grade children in Hilo, Hawaii. Sections are (1) Teacher's Guide, (2) Audio-Visual Aids, (3) Phonemic Symbol List, (4) Phonology Lesson Section, and (5) Structure Lesson Section. Appended are a short glossary of terms, acknowledgements, and bibliography. See AL 002 332 for Volume I. (DO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BR 5-0692
PA 24
TE/8

ED037708

FINAL REPORT

Project No. 5-0692
Contract No. OE-6-10-176

Volume II of II Volumes

TEACHING STANDARD ENGLISH AS A SECOND DIALECT TO PRIMARY SCHOOL CHILDREN IN HILO, HAWAII

APPENDIX B:

TEACHER'S GUIDE AND LESSONS

Elaine E. Sugai
and
Miyoko Sugano

Hawaii District
State of Hawaii Department of Education
P.O. Box 1922
Hilo, Hawaii 96720

AL 002 333

October 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

JOHN A. BURNS
Governor, State of Hawaii

BOARD OF EDUCATION

Dr. Richard E. Ando, Chairman
Mr. Hiroshi Yamashita, Vice Chairman

Mr. George S. Adachi
Mr. C. Ronald Harker
Mr. Eugene E. Harrison
Mrs. Myrtle K. Kaapu
Mr. John R. Leopold
Mr. Philip R. Mayer
Mrs. Ruth Tabrah
Mr. Kiyoto Tsubaki

November 1969

Ralph H. Kiyosaki, Superintendent of Education
William A. Waters, Deputy Superintendent

ED037708

FINAL REPORT

Project No. 5-0692
Contract No. OE-6-10-176

Volume II of II Volumes

TEACHING STANDARD ENGLISH AS A SECOND DIALECT TO PRIMARY SCHOOL CHILDREN IN HILO, HAWAII

APPENDIX B
TEACHER'S GUIDE AND LESSONS

Elaine E. Sugai
and
Miyoko Sugano

Hawaii District
State of Hawaii Department of Education
P.O. Box 1922
Hilo, Hawaii 96720

October 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ACKNOWLEDGMENTS

Many people have contributed to this project. In our attempt to name everyone, we may have unintentionally left some names out.

Inquiries which gave rise to this project were begun by Dale P. Crowley, Senior Linguist at the Hilo Peace Corps Training Center, Harry C. Chuck, now Hawaii District Superintendent of Education, Elaine Kono, Hawaii District Language Arts Curriculum Specialist, and Ralph H. Kiyosaki, now Hawaii State Superintendent of Education.

Mr. Crowley designed the project and was the Principal Investigator for two years. Mr. Chuck was Project Coordinator. Arthur P. Coladarci, Associate Dean of Stanford University's School of Education, guided research methodology and data analysis. Elaine E. Sugai, Miyoko Sugano, Jean Matsumura, and David E. Marsters supervised data collection and speech proficiency ratings. Miss Sugai and Miss Sugano wrote the project lesson materials and the teacher's guide. Mr. Marsters assisted with the writing of pattern drills. The entire staff contributed to teacher training. Robert O.H. Petersen assisted with materials development the first two years of the project and served as the Principal Investigator during the final two years. The project teachers were Anna Chow, Lily Inada, Florence Kubota, and Marilyn Nishimoto. Adele Jensen was the secretary for the project and prepared all the masters for this report.

Consultants to the project were: Howard P. McKaughan, Stanley M. Tsuzaki, Charles W. Whitley, and Neil Weintraub, University of Hawaii; Robert W. Politzer, Frederick J. McDonald, and Paul V. Lorton, Jr., Stanford University; Basil Willett, Woodside (California) School District; Andrew MacLeish, Northern Illinois University; and Walter Loban, University of California.

The contrastive analysis was prepared by Gloria Glissmeyer, Teresa Cheng, Stanley Tsuzaki, and Mary Lou Huebl, all of the University of Hawaii, under the direction of Howard P. McKaughan.

Lillian Noda, Alice Fujimoto, Margaret Stearns, and Myrtle Zane administered project tests. Speech proficiency ratings were assigned by Frances de Silva, Mae N. Morita, Edward Hayashi, Ethel Yoshimasu, Nobuko Fukuda, Donna Saiki, Bessie Shindo, Margaret Gota, Ethel Borges, Dorothy Liu, Akiko Oda, Norman Yoshida, Yuriko Aoki, Margaret Char, Kay Yamauchi, and Leila Kanno. Catherine D. Campainha assisted in teacher training.

Barbara Kim, Program Specialist in Speech Education for the Hawaii State Department of Education, Elaine Kono, Hawaii District Language Arts Curriculum Specialist, Mae N. Morita, Hawaii District Elementary Education Curriculum Specialist, and Shiho Nunes, Associate Director of the Hawaii Curriculum Center, have given the project staff much valuable advice and encouragement.

Robert Hirano and Arthur Leithead, present and past Principals at Keaukaha School, and the school faculty assisted the project in many ways. Violet Henry, Principal of Haaheo Elementary School, Peter Kawahara, Principal of Honokohau Elementary School, and their faculties graciously allowed the project staff to test materials in their classrooms.

The project is grateful for the interest shown by the Hawaiian Homes Commission and their generous contribution of funds in support of project research.

TABLE OF CONTENTS

Chapter | Page

I. TEACHER'S GUIDE 1

Underlying Assumptions 1
    General Assumptions
    Basic Assumptions About the Teacher

Project Lessons 2
    Lesson Goals
    General Design of Lessons

Preparation 4
    Classroom Environment
    Teaching Aids
    Pupil Preparation

Presentation 6
    Essentials of standard English pronunciation
    Audio-Lingual Methods
        General Considerations
        Presentation Techniques

II. AUDIO-VISUAL AIDS 23

III. PHONEMIC SYMBOL LIST 27

IV. PHONOLOGY LESSON SECTION 29

Introduction to Phonology Lessons 31

General Coverage of Lessons 32
Special Notes on Grammar Based Phonology Lessons 33
Make-up of Each Lesson 34
Method of Presentation 35
    Basic Steps in Teaching Pronunciation . . . 38
    Possible Games for Discrimination and Production 39
    Sequence of Phonology Lessons 40

Chapter Page

Phonology Lessons 45

V. STRUCTURE LESSON SECTION 119

Introduction to Structure Lessons 121

Sequencing. 121
Lesson Content 121
Goal 122
Grammatical Notes 122
Teacher Role. 123
Format 123
Utilization of Lesson Material 125
Integration With the Rest of the School Day 134

Structure Lessons 137

Kindergarten Lessons 137
Lessons for Grade One 285
Lessons for Grade Two 419
Lessons for Grade Three 557

GLOSSARY OF TERMS 701

ACKNOWLEDGMENTS 703

BIBLIOGRAPHY 706

I. TEACHER'S GUIDE

The oral language lessons that are part of this manual were developed and field-tested on kindergarten through third grade children at Keaukaha Elementary School, Hilo, Hawaii.

A. Underlying Assumptions

1. General Assumptions:

a. Hawaii Islands Dialect (HID) is a respectable, useful tool of communication for its speakers. But because it has a limited range of coverage and usefulness in terms of educational, social, and economic considerations, those who speak HID exclusively need to learn to speak Standard English (SE) as well.

b. Because instruction in our schools is done in SE and those students who are not familiar with or have not developed some facility with SE are at a distinct disadvantage, early education of these students must focus on the development of skills in the use of SE.

c. Oral language development precedes and facilitates development in reading and writing. Mere "talking" activities will not suffice to develop skill in oral language use.

d. Young children in the early elementary grades, because of their love of mimicry and their desire to please the interested adult, are receptive to structured oral language lessons as developed.

e. The divergence in language usage from SE should be dealt with in terms of contrasts in dialects rather than in terms of correction through remediation. Because HID speakers are native speakers of English, they need to have intensive training and practice in certain, rather than all, SE grammatical and phonological structures of high-frequency occurrence which are either absent from or used differently in HID.

f. Focusing on a few targets at a time, furthermore, makes learning more efficient and more effective.

g. Audio-lingual training is the basis for further language development and for this reason exercises need to revolve around speaker-listener situations.

h. Oral language practice is more meaningful when done in groups since the group situation provides the child with opportunities to listen to and speak with an adult model and his peers and bring into play non-verbal communication behavior - posture, gesture, expression - which are important, natural components of oral communication behavior.

i. The teacher who uses these lesson materials is one who has been provided with training in understanding the more basic principles of linguistics and language learning of young children directly relevant to these lessons, the essential contrasts between HID and SE, and with training and demonstration in using relevant second-language teaching methods and techniques.

2. Basic Assumptions About the Teacher:

Successful oral language teaching presupposes that the teacher has the qualities that are shared by all effective teachers: interest in and understanding of the interests, needs, capabilities (maturational level, attention span, etc.) of her children and can anticipate possible problems; patience so that when her students stumble, hesitate and need repeated and varied practice, she provides the time and help necessary; and perception, resourcefulness, and flexibility which enable her to create and seize opportunities for learning and reinforcement and readily adapt the conditions and materials to meet the children's needs. She is one who is aware of her own areas of weakness and tries to improve and/or compensate for this.

Above and beyond this, the teacher serves as a good listener and a SE speaker. She listens to the children and herself; she attends to and cares about what is being said and how it is being said. Her attitude toward usage and pronunciation is neither puristic nor "anything goes." Her attitude toward the dialect spoken by the children is not one of scorn but respect. Her intention is not to eradicate the dialect but to add to the children's store of language skills.

Her entire language use is the model - the verbal as well as the non-verbal behavior. She sets the example for her students to mimic consciously and unconsciously. She is the center - the initiator and guide - of language learning activities.

Finally, she is one who has been and is being provided with training and demonstrations necessary for effective presentation and follow-through.

B. Project Lessons

1. Lesson Goals:

a. An understanding of the responsible roles speakers and listeners play in communicating ideas and feelings and in establishing social contact.

b. A realization that there is another variety of English (SE) and that this variety is appropriate for more formal situations such as the classroom, as opposed to less formal situations such as the playground where HID is appropriate and expected.

c. A progressive control and some degree of mastery of the structural and phonological targets used in meaningful and appropriate context - both conventional formulas of greetings, polite forms of request, and ways of exchanging information.

d. A degree of skill in generalizing and applying learned responses whenever appropriate in as many situations as possible; i.e., internalization of these language skills. Progress toward a kind of automatic control of these features of language that enables the child to manipulate them with some facility and accuracy when the need arises.

e. A growing confidence in speaking SE.

2. General Design of the Lessons:

These lessons were written for kindergarten through third grade children to be presented for approximately 30 minutes per day (for either two 15-minute or three 10-minute language sessions) in classes averaging about 25 students.

The initial language sessions, covering a period of about a month, revolve around the structure lessons alone without the phonology lessons. After five or seven structure lessons have been completed, the phonology lessons and the structure lessons are taught together at each language session. (Refer to the "Sequence of Phonology Lessons.") When the time comes for the two types of lessons to be presented together, the initial portion of the phonology lesson, Part I, (the first time the target sound is introduced), is presented before the structure lesson is introduced; however, the initial portion of the grammar-based phonology lessons on /-s, -z/ - noun plural finals, third person singular verb finals, and noun possessive finals, and on /-t, -d/ - past tense verb finals, are presented after the presentation of the dialogue of those structure lessons. After the initial presentation, the other portions of the phonology lessons are presented either before or after the other presentations of that particular structure lesson.

The structure lessons (one set for each grade) are sequenced in target presentation in that particular targets are presented a few at a time (per lesson) and each succeeding lesson, while focusing on particular targets, gives additional practice for previously presented targets. The phonology lessons, on the other hand, are not sequenced in this manner. Such a sequence was not possible because of the difficulty in avoiding the use of sounds not yet mastered by the children, the same set of lessons serves all grade levels, the phonology lessons accompany different structure lessons per grade level, and because of the need to afford the teacher some flexibility in using the phonology lessons - with the exception of the grammar-based lessons - whenever she so chose. However, sequencing, in terms of focusing on a target at a time and in terms of holding the children responsible for previously learned targets is maintained.

C. Preparation

1. Classroom Environment:

The classroom in which the language lessons are presented must have an atmosphere that is conducive to attentive listening and speaking.

> If the classroom atmosphere is one of congeniality and freedom, the student will find it easier to imitate and exaggerate the sounds which seem peculiar to him. Strain or an ill-at-ease feeling prevents development of the flexibility which is essential in learning new patterns of sound and structure.[1]

To the extent that she can exercise control over time and place, the teacher should try to carry on the language sessions when and where disruptions will be minimal; e. g., she may wish to avoid periods just before and after recess and lunch because they may be peak periods of excitability and/or restlessness. She should feel free to carry on the language session at different times of the day as she deems necessary and suitable.

The teacher should arrange the seating with the following in mind:

---

[1] Robert Lado and Charles C. Fries, English Pronunciation: Exercises in Sound Segments, Intonation, and Rhythm (Ann Arbor, Michigan: The University of Michigan Press, 1954), p. v.

a. The ease with which the teacher can move around the room to each child to ensure attentiveness and accuracy in responding.

b. The ease with which each child can hear the teacher and his peers.

c. As the activities progress, the need for the weaker students to be seated near the abler ones who will be additional sources of good models.

2. Teaching Aids:

Whenever possible, the teacher can use appropriate audio-visual aids with appropriate cues to implement and enhance learning, always making sure that they never distract the students nor detract from the aims of the lessons. Examples and detailed explanations of the possible aids are found in a separate section, "Audio-Visual Aids."

3. Pupil Preparation:

At the outset and throughout the entire language session, the children need to understand and learn the following:

a. Any oral communication requires attentive, active listening to the speaker, whoever he may be, and clear, sufficiently loud and natural speaking to enable the listener to understand what is being said and to respond accordingly. The children should be led to understand that when communication breaks down the fault may lie with the speaker or the listener or both.

b. The basic ground rules under which to operate, i. e., what they may and may not do, must be explained clearly and emphatically. Where reasons for the rules can be explained, this should be done to ensure the full co-operation of the children. These rules once set, must be consistently, constantly, and fairly maintained for more efficient use of time and for more productive sessions. The ground rules should include the following among others:

1) Being attentive and alert, listening for a modeled utterance to be completed before responding, and responding as an individual or as part of the group as signaled by the teacher.

2) Responding in a natural, conversational manner at the normal rapid rate of speech.

3) Behaving with respect for others. Showing this through attentive listening and making allowances for mistakes and the need for correction.

However, the most effective learning takes place as a result of seeing the teacher exemplify the qualities mentioned above.

c. The kinds of activities they will participate in and the ways in which they will respond need to be carefully explained and repeated as needed. The teacher can refer to these activities (role-playing in dialogues, etc.) by name or by hand signals so that only brief and simple signals (verbal and/or visual) need to be used to identify the activity and the required response. For example, for choral repetition, after the teacher models the utterance, she makes a circular motion with one hand or both; for individual repetition, after modeling, she points to an individual so that he alone responds while the rest listen.

D. Presentation

1. Essentials of SE Pronunciation:

As a model and as a teacher of SE pronunciation, the teacher needs to determine what does and what does not constitute standard pronunciation. To arrive at a set of criteria, it is useful to consider the categories and explanations furnished by Robert Politzer[2] as guidelines:

> /Sociological criteria:/
> Sociological criteria would be based on the simple recognition that for some strange and often undefinable reasons certain pronunciations are associated with ignorance and are considered substandard while others are not . . . . For purely practical reasons, the teacher of standard English is undoubtedly forced to take into consideration these linguistically rather arbitrary dicta of society. At the same time, however, he must realize that they are arbitrary and not make the old mistake of teaching that standard English is defined by the speaker's avoidance of certain socially unacceptable pronunciations. (p. 8)

---

[2] Robert L. Politzer, Problems in Applying Foreign Language Teaching Methods to the Teaching of Standard English as a Second Dialect, Research and Development Memorandum No. 40 (Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California, December, 1968), pp. 8-9.

> [Phonemic criteria:]
>
> Phonemic criteria for establishing standard English would attempt to avoid pronunciations which would, by introducing additional homonyms into standard speech, create problems and misunderstanding in general communication or in reading instruction. (p. 8)
>
> [Grammatical criteria:]
>
> . . . a pronunciation must be considered a substandard (and conversely an alternate standard pronunciation must be taught) if it interferes with the possibility of using standard grammar. . . . There are various substandard pronunciations which make it impossible to use standard grammar. Principally, these substandard pronunciations consist in the dissolution or complete effacement of final consonants or consonantal clusters, on which much of English grammar depends; e. g., final -s as plural sign or a sign of the possessive or the third person singular; -ed as a sign of the past tense or the past participle. The failure to produce the significant markers of tense or person can hardly be considered a 'surface difference' between standard and dialect and a minimal pronunciation requirement for standard English must necessarily include an adequate pronunciation of final consonants and consonant groups of grammatical significance. (p. 9)

Standard English, like other dialects as well as other languages, has intonation patterns, rhythm patterns, and sounds peculiar to itself. As the principal model and evaluator of SE pronunciation, the teacher of oral language must be aware of some of the essential features that constitute the intonation, rhythm, and sounds of SE; i. e., those accoustical cues that aid in communicating with an SE speaker.

a. Intonation: the sequences of pitch levels and the changes in these levels within an utterance.

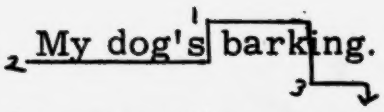
Commonly used intonation patterns:*

1) The falling intonation:

The falling intonation refers to the pattern that involves the raising of the pitch above the normal level and the lowering of the pitch below the normal level. Frequently the pitch is high on the last stressed syllable or word in the sentence after which the voice glides to the low pitch level and fades quickly away. When the shift from one pitch to another occurs in a one-syllable word, the vowel is prolonged and the voice glides from one pitch level to the next within that word.

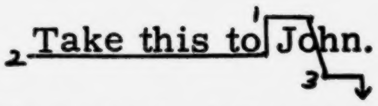
a) This pattern is commonly used at the end of statements:

e. g.,



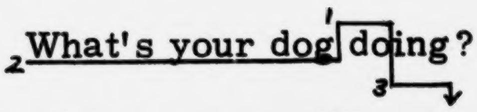
b) It is also sometimes used in giving commands or making requests:

e. g.,



c) It is also used at the end of questions, especially those that are not answerable by yes or no -- usually those that contain question words such as what, where, who, which, when, how, and why:

e. g.,



Note: Since there are questions in English with the same intonation as that of statements, it is important that the children be helped to focus on the signal at the beginning that tells that a question is being asked as well as what his reply should be based on.

---

* Pitch levels:
1: high, usual stressed tone
2: normal tone
3: low, final tone

A vertical line indicates that the pitch changes between syllables. A diagonal or sloping line indicates that the pitch changes within a syllable. A break in the horizontal line indicates a sustained pitch with lessening of volume. An arrow indicates the direction the pitch -- rise or fall -- takes before fading.

2) The rising intonation:

The rising intonation refers to the pattern which involves the shift from the normal pitch level to the high pitch level after which the voice quickly fades away. Again, when the transition from one pitch to another is confined to a one-syllable word, the vowel is prolonged and the voice glides from one pitch level to the next within that word.

a) This pattern is commonly used at the end of questions having no interrogative word, ordinarily answered by yes or no:

e. g., 2 Is your brother 1 hungry ↑?

Note: Too frequent use of the rising intonation on questions should be avoided since it could create the impression of artificiality or insincerity.

b) This pattern is also used in a series of words or phrases on all members of the series except the last and in series of choices on all members of the series except the last:

e. g., 2 I want an 1 apple ↑, 2 a 1 mango ↑,

2 and an 1 o 3 range ↓.

2 Do you want an 1 apple ↑, 2 or a 1 man 3 go ↓?

Special Note on Intonation of Tag Questions:

(1) The falling intonation on the tag question: This pattern indicates that the speaker is not asking for information but is merely "making conversation" and/or asking the listener to confirm his impression.

e. g., 2 That book is 1 in 3 teresting, 1 is 3 n't it ↓?

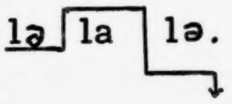
(2) The rising intonation on the tag question: This pattern usually indicates that the speaker is asking for information.

e. g., 2 That book is 1 in 3 teresting, 2 isn't 1 it ↑?

Possible method for aiding children in recognizing intonation pattern:

If the children have difficulty in producing the appropriate intonation pattern, it might help to hum or "la-la" the change in pitches:

e.g.,



b. Rhythm:

The regular recurrence of groups of syllables with one stressed syllable in a group. The essential components of SE rhythm include (a) grouping of words into phrases and pronouncing these phrases as a unit; i. e., making smooth transitions between sounds within such groups; and (b) giving sufficient loudness to stressed syllables and words and weakening unstressed syllables and words within such a group.

1) Grouping:

The speaker's idea and intention determine the specific grouping of words; however, established usage does not allow the speaker to separate words that are closely related in meaning or grammar. ("To separate words" refers to making a slight pause between words.) The sentence "My mother told me to read it," contains three such groups - "my mother," "told me," and "to read it"; but in actual pronunciation of the sentence, it would be more natural to group it as either "My mother told me/ to read it," or "My mother/ told me to read it."

Each such group should be pronounced as a unit. When such a phrase contains a sequence in which a final consonant of a word is immediately followed by an initial vowel of another word, the final consonant of the preceding word tends to become the initial consonant of the following word in normal rapid speech. This is referred to by some as phonetic syllabication. For example, in the sentence cited above the phrase "to read it" (/tə riyd it/) is actually rendered /tə riy dit/.

Careful attention to details such as phonetic syllabication will help in the production of more natural SE rhythm because the rhythm pattern would give the listener the impression of a smooth flow of syllables within such phrases.

2) Stressing and Unstressing:

SE rhythm requires that there be marked difference between what is stressed and what is unstressed. For this reason, the stressed syllables should be noticeably louder than the unstressed syllables. This applies to stress in a word and in a sentence.

Stressing:

Word stress: There are many patterns of word stress. A few words have more than one acceptable stress pattern: some change their stress patterns according to the function they serve in a particular sentence.

Sentence stress: Sentence stress as well as degree of stress is determined by the meaning intended by the speaker. Because they usually carry the idea of a sentence, verbs, adverbs, adjectives, demonstratives, and interrogatives are usually stressed.

Unstressing:

Unstressing plays an equally important role with stressing in the rhythm pattern of SE. The vowels in unstressed position tend to be so weak that their quality is frequently indistinct. The schwa /ə/ is the most important vowel in English unstressing.[3] Moreover, because unstressed syllables and words are said so rapidly, they are usually of very short duration.

Certain parts of speech such as determiners, prepositions, personal pronouns, conjunctions, and verb forms used as auxiliaries or helping verbs are usually unstressed. And some of these words have more than one unstressed form, depending on their environment; e.g., the.

the:

i) May be pronounced /ði/ before a vowel:
e.g., "the apple"

ii) May be pronounced /ðə/ before a consonant:
e.g., "the man"

---

[3] Morton J. Gordon and Helene H. Wong, *A Manual for Speech Improvement* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961), pp. 31-3.

Using unstressed forms is not a sign of carelessness or sloppiness but, on the contrary, is a definite requirement of SE rhythm. Regarding the contrast between the rhythm of SE and that of HID, Gordon and Wong states:

> Stress-timed rhythm is an important aspect of spoken English. . . . Pidgin English rhythm, as found in Hawaii is . . . syllable-timed and has the typical staccato quality.[4]

To counteract the tendency toward staccato rhythm, the teacher must make a concerted and consistent effort to have the children group words into phrases and pronounce them as single units and to raise the pitch level high on the stressed syllables and lower it on the unstressed syllables.

Possible method for aiding children in recognizing rhythm groups:
If the children have difficulty in producing the appropriate intonation pattern, it might help to tap out the termination of each group of words with a pencil, using the normal rapid rate as the sentence is being modeled and as the children repeat.

c. Pronunciation of Sounds:
Accuracy in pronouncing the sounds of SE is important in differentiating sounds; e. g., between "pen" and "pan." (Since particular sounds which cause most difficulty to the children are treated in the phonology lessons, only those areas that are not specifically covered by the lessons are discussed here.)

Accuracy in pronunciation of a sound does not mean that a particular sound is articulated (pronounced) in just one way regardless of where it occurs in a stream of utterance. A sound is pronounced in a certain way according to its linguistic environment - whether it occurs in initial, medial, or final position; whether it occurs in stressed or unstressed position; whether it occurs before or after certain vowels and consonants.

---

[4] Ibid., p. 25.

The following is an example:

/p/, /t/, and /k/ are aspirated (exploded with a puff of air) when they occur immediately preceding a stressed vowel as in "pin," "tin," and "kin." They are not usually aspirated when they occur in other positions. The pedagogical significance of this is in treating one of these sounds in isolation, the teacher would have to take environmental conditioning into consideration.

Special Note on Pronunciation of /t/ between Vowels:

In words such as "letter, better, water, butter, pretty, city, eating, sitting," and phrases such as "let her, write it, get it, eat it, got a lot," it is highly recommended that the "flapped t" pronunciation of /t/ be used. To produce the "flapped t," the tongue, instead of deliberately moving up and touching the upper gumridge, flicks rapidly against the upper gumridge or flicks it as it passes rapidly by.

Aside from the considerations to be noted for pronouncing individual sounds in particular environments, there is the consideration of pronouncing certain consonants when they are syllabic.

Special Note on Syllabic Consonants:

Some consonants in unstressed positions are often syllabic; i. e., the consonant itself is the center of a syllable or it is a syllable in itself where the vowel which precedes it is omitted.

Two of the consonants most frequently pronounced as syllabic consonants are /l/ and /n/. /l/ and /n/ may become syllabic when they have a common point of articulation with the preceding consonant; i. e., the placement of the tongue in producing the sound. Since /t/, /d/, /n/, and /l/ all have tongue tip contact on the upper gumridge, it is possible to pronounce /n/ and /l/ as syllabic. The tongue tip is left on the upper gumridge after articulating /t/, /d/, or /n/ and before pronouncing /l/ or /n/. If the tongue tip is removed before pronouncing /l/ or /n/, an extra vowel will be heard.

Below are a few examples of contrasts between two pronunciations of a number of words:

Example:	w/syllabic consonant:	w/vowel:
little	/litl/	/litəl/
button	/bə́tn/	/bə́tən/
garden	/gardn/	/gardən/
important	/impɔrtnt/	/impɔrtənt/
couldn't	/kudnt/	/kudənt/
isn't	/iznt/	/izənt/

Using syllabic consonants is not a sign of carelessness or sloppiness. It is highly recommended that they be used wherever normal rapid SE pronunciation calls for such use.

Thus, good pronunciation requires that SE intonation, rhythm, and sounds be rendered. Notions about clarity of articulation and ease of hearing should not lead to distortions of any one of these elements. Slowing down the rate of speech, exaggeration of stress or of individual sounds sometimes are made necessary and/or inevitable by the demands of teaching; i. e., in modeling or in correcting; but any such action should be immediately followed by normal rapid pronunciation of that particular utterance.

2. Audio-Lingual Methods:

a. General Considerations:

Efficiency depends a great deal on the number of responses which the students make during a given time. The time should not be consumed by silence, hesitancy, or faltering which often indicates lack of understanding of the required response, lengthy explanations or directions or other forms of "teacher talk," and/or inattentiveness.

A brisk pace throughout the language session would help to maintain attentiveness and interest, keep boredom at a minimum, and result in more efficient use of time. Briskness of pace does not mean that an utterance is given at a speeded-up, unnatural rate; it does mean there should be little or no hesitancy or fumbling on the part of the teacher or the children. Because the teacher is well-prepared and her students know how to respond, she moves quickly from directions to examples, from modeling to response, from response of one child to another, and from choral to individual response, etc.

Time spent during the language session, however, should be balanced along with productivity and quality of productivity. Time spent motivating the children is well spent. Abrupt, mechanical leaps into activities will take the children unaware and unprepared and will require more time and effort in the long run to gain and maintain interest and lively participation. Whenever she can recreate normal oral communication situations of face-to-face or telephone conversations between friends, between parent and child, between a storekeeper and a customer ordering something, etc., she should do so. Such situations would tend to approach meaningful situations for language practice and also help to make it more natural for appropriate non-verbal communication behavior to come into play.

As she moves quickly from one activity to another, the teacher should be sure that she has given clear-cut signals as to when the previous activity is completed and a new activity is about to begin. Each shift or change in activity and steps in the activity should be made smoothly and unambiguously by means of some kind of transitional device, perhaps like "You did very well. Now let's try this." In the early stages of the sessions, the children may have to be reminded about changes, but as they become accustomed to interpreting signals, more can be done in less time.

The time to proceed to a new type of drill, or lesson is when the majority of the children have gained a reasonable mastery of the targets given after all the items in the exercise or lesson have been completed. The children should have been given ample opportunity to acquire the materials being taught - a few repetitions do not mean that the materials have been automatically incorporated into the child's repertoire. However, prolonging repetitions of the same exercise or the lesson can lead to mechanical mouthing of words. If the children need more practice, more items conforming to the pattern being practiced should be added and/or new situations created because they want to feel they are progressing from one step to another, from one level to another.

One of the most difficult tasks the teacher of these lessons has to face is the development of sound judgment as to when "reasonable mastery" has been achieved. This is especially true in teaching SE as a second dialect since initial presentation and practice may offer a superficial picture of the children's difficulty or facility. Only thoroughness of treatment and the development of a relevant standard of achievement will aid the teacher in making a sound evaluation. "Reasonable mastery" should take into account the readiness and the capabilities of individual children, the strength of interference from HID, among other things; it should not be thought of as "complete mastery" which will take place only after constant normal use stretching over a long period of time.

b. Presentation Techniques:

1) Modeling:

Modeling is the practice of the teacher saying first that which the children imitate for the purpose of giving them an accurate example. Natural, conversational SE intonation, rhythm, stress, and pronunciation of sounds should be consistently maintained. Regardless of whether the modeled utterance is for phonology or the structure lesson, naturalness of the utterances should always be strived for. The teacher will have to guard against allowing the need for stressing certain sound and certain structural features to distort the naturalness of the utterance.

Because the number of syllables that can be retained by the ear is small, the children may stumble over certain "long" sentences. One second-language teaching method used to deal with the problem without distorting the natural rhythm and intonation of the sentence is the "backward-buildup" method. The difficult sentence is separated into short, natural segments, building from the end of the sentence to the beginning. For example, the sentence, "The teacher wanted me to clean the room," can be handled in this manner:

Teacher: Listen to this sentence: 'The teacher wanted me to clean the room.'
Repeat this: 'to clean the room.'
Child: To clean the room.
Teacher: Wanted me to clean the room.
Child: Wanted me to clean the room.
Teacher: The teacher wanted me to clean the room.
Child: The teacher wanted me to clean the room.

Cautionary Note on using "backward-buildup" method:

The segments must be structurally possible and natural and at the same time should not violate the aim of a particular exercise.

Examples:

If the children have difficulty contracting the auxiliary "is" in the following sentence: "A man's singing in the shower," it would be erroneous and misleading to segment the sentence into "a man's" and "singing in the shower." Not only will this practice mislead the children about the grammatical structure, it may reinforce some children's notion that "man's" is the plural form of "man."

In the phonology lessons on the grammar-based final consonant final /-s/, a number of sentences have the words with the final consonant target sounds in sentence medial position to facilitate practice. If such sentences are segmented at the end of words with such target sounds, the exercise will lose much of its value. For example, if the target was noun plural consonant final /-z/ and the sentence the children had difficulty with was: "I see the ships in the ocean," it would be grammatically possible to separate the prepositional phrase from "ships"; however, because, for the purposes of the phonology target practice, the phrase should be spoken without pause after "ships," the segment would have to be "the ships in the ocean," and then, "I see the ships in the ocean."

2) Responses:

In handling responses, the teacher should (a) speak in a natural manner at a normal rapid rate, using appropriate expression and posture, and (b) indicate by some signal when the children are to respond.

Although it is in keeping with the need for brisk pacing to require quick responses, the children must be allowed sufficient time when they must do more than repeat a given utterance, to think and decide. Other children should not call out responses unless they are asked specifically to help the child. If a child is having difficulty starting his response, the teacher can prompt him as long as she guards against the child's becoming dependent to the extent that he rarely takes the initiative to practice and learn.

To maintain interest, the teacher can help the children gain some sense of achievement by asking a child to help another, to help the teacher by carrying out some task like holding up the cue cards, etc. To maintain attentiveness, the teacher should:

a) Call on the children in a random fashion - not down the row or in any such pre-arranged and fixed order that encourages a child to "tune-off" until his turn comes.
b) Give the cue or stimulus to the class before indicating the type of response (choral or individual) to be made and the person or group that will make the response.

c) Shift from choral to individual responses at random.
d) Have the attention of every student whether she is working with an individual or group.

Choral and Individual Responses:

Choral Responses:

In conducting choral responses, the teacher should guard against:

i) The children repeating along with the teacher. The children should listen to the entire utterance and wait for their turn to respond.
ii) Accepting a monotone or chant or dragged-out tempo. The children should be asked to repeat the utterance in a natural manner whenever they distort the rhythm, intonation, and stress of an utterance. Not only is such practice unnatural but it quickly becomes a habit that is difficult to break without persistent re-training.

Individual Responses:

The teacher should have a pattern of asking for responses that would minimize the chances of a child's making mistakes. Abler students should be called on before those having difficulties. This will enable the weaker students to have added practice and examples before having to produce the utterance themselves.

The teacher should guard against the temptation to rely too heavily on abler students, however. This practice usually results in insufficient practice for those denied an opportunity to respond and inevitably in loss of interest.

In handling volunteers there are a number of factors to consider. Volunteers should be called on often enough so as not to discourage volunteering. The use of volunteers, especially the abler ones, can be very useful especially when the pace is slackening. However, excessive use can lead to the teacher's losing control of the class because of a few volunteers' monopolizing the practice time and making it difficult for others to get involved. This practice can also lead the teacher to make an erroneous evaluation as to the progress being made by the class as a whole.

Note on Exclusive or Excessive Reliance on Either Individual or Choral Responses:

A balance should be kept between choral and individual responses in any given language session. Heavy reliance on only one type of response will cause, aside from monotony, several other problems.

Choral Responses Alone:

Too much reliance on choral responses tends to mask individual errors and cause some students to slacken participation since they know they would not be called on. Those who are making errors will not be aware that they are doing so and will be merely repeating and practicing their errors. The children will tend to merely mouth words without thinking - an easy step to hypnotic chanting and droning.

Individual Responses Alone:

Excessive reliance on individual responses does not enable the weaker or shyer child an opportunity to gain confidence and added practice in speaking as part of a group and of following the lead of the abler students.

Handling Correct and Appropriate Responses and Incorrect and Inappropriate Responses:

It is essential that the teacher be so prepared and confident of her lesson presentation that she is able to devote the necessary attention to what the children are saying and how they are speaking. If she is not totally aware of the responses being made, she cannot discriminate between the correct and appropriate response and the incorrect and inappropriate response and therefore cannot handle the responses adequately and justly.

In handling responses, it is vital that individual differences be considered:

> To hold all students responsible for the same standard is an impossibility in something as unpredictive as imitative ability. The teacher needs to discover the utmost capacity of each student in this regard and hold him responsible for that capacity. This will provide a goal for each individual which will not be beyond his reach.[5]

---

[5] Lado and Fries, Loc. cit.

Correct and Appropriate Responses:

It is important that the children be given a clear signal that the response is correct and appropriate. This reward of a word, gesture, or smile should be given immediately after the response. If the reward is not immediate or if there is hesitancy or lack of response, the child as well as the class may think that the response was not acceptable or that the teacher is not interested.

The correct and appropriate response is not necessarily the response given in the lesson. Our language allows a variety of responses to suit the same situation, some of which are just as appropriate as others. For this reason, if the child gives a response that is equally acceptable, this should be pointed out to him and to the rest of the class. However, if the child has not used the target in his response and since he needs that practice, he should be asked to give the other way of responding without being made to feel that his original response was inappropriate.

One way of handling this would be to say, "That's good. You've shown us another way to say the same thing (to answer the question). Now, would you say it the way we've been practicing so that you can learn more ways of saying the same thing?" Comments such as this will help to instill the idea that our language allows us a choice and these comments will further help to maintain motivation.

There may be a number of occasions when an appropriate response needs to be repeated by the same child because it was not said loudly or clearly enough or because it is to serve as a model for others to repeat. In asking for a repetition from the same child, the teacher should use a simple explanation for the request. Some children think that being asked to repeat indicates that the response is unacceptable, especially if the request is accompanied by a frown or a look of puzzlement.

Incorrect and Inappropriate Responses:

The children need to have an immediate, unambiguous sign that the response is not acceptable because it is either incorrect in that it does not conform to SE usage and/or pronunciation or because it is an inappropriate response to the particular question or exercise. The incorrect or inappropriate responses will generally fall into the following categories:

i) Dialect version of usage or pronunciation.
ii) Ungrammatical or, in terms of pronunciation, misleading or incomprehensible because of substitution or omission of certain sounds.
iii) Inappropriateness in word use or choice - which in some cases is a matter of subtle idiomatic use.

If the response comes from a group, the teacher can model the desired response and have it repeated. (Note: An incorrect or inappropriate response from the entire group may indicate that something other than the group may be at fault. It may be due to imprecision of the directions, lack of adequate explanation and examples, among other things.)

If it comes from an individual child, the desired response can be quickly provided by the teacher, another (abler) child or the whole group. The child can then repeat the corrected response.

However, because these responses may be undesirable for a number of reasons, the teacher should have clearly defined verbal cues to differentiate among the categories. The following examples are proposed as a guideline to possible ways in redirecting the responses:

i) Dialect version:

Child: He playin' outside.
Teacher: When we're 'talking this way,' let's say: 'He's playing outside.'

(If the difference is not clear to the child, say both sentences - the dialect version and the SE utterance - one after each other to check if the child is able to discriminate between the two; then, model the SE utterance and have him repeat it.)

ii) Ungrammatical:

Child: He are playing outside.
Teacher: Let's say: 'He's playing outside.'

iii) Inappropriate:

(a) Teacher: What do we write with?
Child: A bicycle.
Teacher: Listen to the question again: 'What do we write with?'

(b) Child: Does a boy have an apple?
Teacher: Let's change that a little and say: 'Does the boy have an apple?'

(c) Child: I'm going to home.
Teacher: Let's change that a little and say:
'I'm going home.'

As much as possible the child should not be embarrassed by frequent reprimands or by having to make several repeated, unsuccessful attempts at responding. The amount of time the teacher will spend and the approach used in correction will depend on the situation and the child; for example, the child may be interested but shy, or the rest of the class may be getting restless and inattentive. Whenever a child is corrected, he should be given another opportunity at some later time during the same session to make the same or similar response correctly.

There may be occasions when the incorrect or inappropriate response is given even after a number of attempts at correction, especially because of the strength of interference from HID. When this occurs, it may be sensible and economical for the teacher to move on to the next utterance or activity and return to the uncorrected response at some later time. When such an occasion occurs, it should be made clear to the children that the response was not adequate and will be taken up later.

E. Integration With the Rest of the Curriculum

Whenever and wherever possible, the oral language activities should be integrated with the rest of the curriculum in order to make the children aware of the relevancy and usefulness of the language activities. This can be done either by tapping subject matter sources for practice material or by incorporating targets into the teaching of other subject matter areas.

II. AUDIO-VISUAL AIDS

1. Pictures

Pictures in a picture file, indexed, cross-referenced, and keyed to the language activities to be used, will help not only to give the children more meaningful and interesting variation of cues but also to make for more efficient use of time.

Three kinds of pictures are useful for both the phonology and structure lessons:

a. Pictures of individual persons and objects.
b. Pictures of situations in which persons are doing something (with or without objects) and in which the relationships of objects and/or people can be clearly seen.
c. A series of pictures on a chart. (A chart with pockets can be readily adapted to handle a variety of pictures and can be used for individual drill when needed.)
   Examples of useful sets of pictures:
   a. for use with determiners "a/an."
   b. for use with count and mass nouns.
   c. for use with singular and plural nouns.
   d. for use with minimal pairs in discrimination and production exercises.

Appropriateness:

a. The picture, whether it is an actual drawing or a magazine cutout or drawings on the board, must be large enough to be seen by every child in the class. (Smaller ones can be used for individualized instruction.) It should be clear, simple, and unambiguous.
b. It should represent something that is familiar to the children so that valuable time need not be spent with a new (added) learning task of what the picture represents.
c. The picture should be relevant to the purpose; i. e., it lends itself naturally to eliciting the desired response immediately and with little prompting. For example, if a child is shown a picture of a boy jumping rope and is directed to ask a question about what the boy is doing, using "does" to begin the question, the child would more than likely find it natural to use the progressive form of the verb and say, "Is the boy jumping rope?" When the response is unexpected, it could be that the verbal cue was misleading, but it could also be that the picture was inappropriate.

Use of the pictures:

a. It is important that exact and simple directions be given as to how the pictures are going to be used.

b. It is important that the directions and questions actually elicit not only the structures and pronunciation that are desirable but are meaningful, possible SE responses. Regarding the example given in "c" above, if the child had said "Does the boy jump rope?" he would have fulfilled the requirements set by the teacher but his sentence would be meaningless through no fault of his own.

c. A sweeping movement of the hand over the entire picture helps the children realize that the entire picture is the cue, not only the small portion that the teacher happens to be pointing to.

2. Objects

Various objects collected in a box can provide visual as well as kinesthetic experience to enhance the language activities. Toy animals, balls of different sizes, paper flowers, containers of cereal, rice, milk, etc., can be utilized for various activities. For example, objects of different sizes can help the children with the comparative-superlative target distinctions; milk cartons, juice cans, etc., can give meaning to practice in mass nouns and their counters, and toys like a ship and a sheep can give added meaning for practice with phonology lessons on minimal pairs.

Felt figures:

Felt figures on a board can be manipulated by the children while practicing various language targets. For example, the children can remove or place pieces that resemble the "character's" belongings while practicing the use of the possessive nouns. They can also be used to differentiate various characters when necessary to some of the phonology sentence production exercises.

3. Puppets

Stick or paper-bag puppets or inexpensive commercial finger and hand puppets are excellent means of not only adding interest and variety to the language session but in helping to minimize self-consciousness of the shy child since the puppet can "speak" for the child. These puppets can be used as a means of introducing particular activities; i.e., certain puppets signal discrimination exercises, or can be characters that take part in the dialogues.

When used properly, the puppets can help to motivate the children and also soften the sting of making mistakes. Proper use requires that the puppet be held up facing the listener. The teacher can introduce puppets used as "speakers" in the following manner: The teacher can say, "Listen to what my puppet (preferably using the name of the puppet) can say," and turns to a child and says, "Can your puppet say the same thing?" Thereafter the teacher lets her puppet talk to the child's puppet.

4. Flash cards

Flash cards can be used by the teacher or children for cuing or responding. Flash cards, made beforehand with numbers or different colors, can be used to indicate mass class response to cues; thus enabling the teacher to get immediate feedback as to the degree of accomplishment, etc. These are especially useful in discrimination sections of the phonology lessons.

5. Tapes

For the class:

Tapes can be used to provide a number of opportunities for the class, a group of children, or individual children. These tapes can provide other model speakers (male as well as female voices, child as well as adult voices) for variety as well as a means of freeing the teacher to move around the room to listen to responses from individual children carrying on a drill with the taped speaker. Many parts of the lessons as well as poems can be put on tape. Taped models have a distinct advantage in that the same intonation, rhythm and stress can be maintained in repeated sentences.

For the teacher's own use:

The teacher could use the tape as a means of practicing before presentation to the class.

There is, however, a problem that the teacher should be aware of. This is the problem of the possibility that certain sounds and certain contrasts may not adequately be captured on tape.

III. PHONEMIC SYMBOLS
PERTINENT TO THE STRUCTURE AND PHONOLOGY LESSONS

(Note: The symbols are enclosed in / /. A hyphen before a phoneme indicates a word final sound. The use of the phonemic symbols follows that of H. S. Gleason[1] with the exceptions of /ʌ/ and /ə/.)

Vowel Phonemes	Key Words
/i/	sit, pretty, build, busy, been, women
/iy/	seat, peek, happy, people, machine, believe
/e/	neck, head, leopard
/æ/	bat, laugh
/u/	pull, good, could
/uw/	pool, rule, lose, grew, two, fruit
/ʌ/	cup, money, rough, does
/ə/	above, wanted

Consonant Phonemes	Key Words
/-b/	grab, robe
/-d/	crowd, climbed
/-f/	laugh, sniff, life, giraffe
/-g/	hug, egg, vague
/-k/	kick, like, ache, look
/-l/	pencil, ball, rule
/-m/	room, comb, dime
/-n/	ribbon, line, sign
/-p/	top, ripe
/-r/	spider, furr, fire
/-s/	plus, miss, rice
/-t/	seat, bite, putt
/-v/	move

---

[1] H. A. Gleason, An Introduction to Descriptive Linguistics, rev. ed. (New York: Holt, Rinehart & Winston, 1961), Chapters 2 and 3.

PHONEMIC SYMBOLS (Continued)

Consonant Phonemes	Key Words
/-z/	buzz, amaze, praise, quiz, is
/θ/	think, bathtub, bath
/ð/	the, weather, bathe
/-š/	brush
/-ž/ (rare in many dialects)	garage, rouge
/-č/	sandwich, match
/-j/	barge, dodge
/-ŋ/	sing, sink

The following consonants occur as final voiceless-voiced pairs:

/-f/ and /-v/: safe and save
/-s/ and /-z/: price and prize
/θ/ and /ð/: breath and breathe
/-š/ and /-ž/: wash and garage
/-č/ and /-j/: batch and badge
/-t/ and /-d/: bat and bad
/-p/ and /-b/: cop and cob
/-k/ and /-g/: luck and lug

IV. PHONOLOGY LESSON SECTION

INTRODUCTION TO PHONOLOGY LESSONS

The phonology lessons that follow are intended for HID speakers who require intensive practice in learning to recognize and discriminate and to produce certain SE sounds that are either missing from their repertoire entirely, or in regard to position in words, or are not clearly distinguishable from other sounds.

The sounds selected as targets of the lessons are: vowel sounds /i/ in contrast with /iy/, /e/ in contrast with /æ/, /ə́/ in contrast with /a/, /u/ in contrast with /uw/; consonant sounds /đ/ in contrast with /d/, /θ/ in contrast with /t/; and final consonant and final consonant cluster /-s, -z/ as noun plural, noun possessive, and third person singular verb signs, and /-t, -d/ as signs of the past tense.*

Since individual sounds in speech are rarely used in isolation, but are almost always pronounced with other sounds in an utterance and are often modified by surrounding sounds, the target sounds are presented and practiced within the context of words. Moreover, because the difficulty of recognizing and pronouncing these sounds may depend on their positions in words (initial, medial, and final), the words to be practiced have target sounds in these positions whenever possible. The words with the target sounds, furthermore, are presented in larger contexts of phrases and sentences so that the target sounds can be practiced in different, more meaningful environments.

The use of contrasts plays an important role in the lessons for a number of reasons, among which are:

1) minimal pairs (words in isolation and in sentences) help to direct focus on the desired sounds;
2) the use of such pairs in production (pronunciation) exercises makes it easier for the teacher, especially a native speaker, "to react in a normal way to the learners' pronunciations and so test more effectively their productive differentiating of what are phonetically very similar sounds to them";[1]
3) "the phonemic principle says that we must teach contrasts

---

* Consult the "Phonemic Symbol List" for key words that illustrate the sounds.

[1] Gerald Dykstra, "Perspective on the Teacher's Use of Contrast," Theory and Practice in English as a Foreign Language (Michigan: The Research Club in Language Learning, 1963), p. 41.

> not just sounds. ... Teaching sound is important, but teaching sounds alone is not sufficient. We must do more than teach the sound, we must teach our students that one sound is different from the other sounds."[2]

General Coverage of Lessons

There are ten phonology lessons in all. (The /-s, -z/ final consonant targets are given three times - one lesson for noun plural finals, one for the third person singular finals, and one very brief lesson, intended as simple drill work for any necessary review of /-s, -z/ finals in connection with noun possessives.)

The same set of lessons serves all four grades and the order of the lessons is determined primarily by the order of the structure lessons to which they are an adjunct.* The introduction of the phonology lessons later in the language session series was done for two reasons: 1) the children might be overburdened with having to learn two different sets of instructions in the beginning; 2) the phonology lesson presentation seems to require the establishment of a high degree of control and attentiveness that come after the teacher has had time to develop and consistently maintain the necessary ground rules for her class.

Most of these lessons, except the grammar-based lessons on /-s, -z/ and /-t, -d/, are only loosely linked with the structure lessons and do not necessarily have to be presented with the particular structure lessons designated.

Each part of a lesson is designed to take approximately one-third to one-half of the language session time and the entire lesson is to be presented and reviewed at every session until reasonable mastery has been achieved or until the next structure lesson is to be introduced. If at any time the students need more work on a previously introduced target sound, that lesson or any appropriate portion of it can be repeated.

---

[2] Tommy R. Anderson, "Linguistics and the Teaching of Pronunciation", Workpapers in English as a Second Language (Los Angeles: University of California, April, 1968), p. 77.

* See the "Sequence of Phonology Lessons."

It is strongly suggested that initial portion of a lesson, Part I, be presented before the accompanying structure lesson is presented. However, it may be advisable to introduce the lessons on /-s, -z/ noun plural finals, third person singular finals, and noun possessive finals and on /-t, -d/ past tense verb finals after the children have practiced the dialogue of that particular structure lesson in order to provide them with a meaningful and structurally relevant context from which to work. Thereafter the same phonology lesson may be presented at any time during the language session.

If any part of a lesson needs to be shortened, the number of minimal pairs or sentences to be practiced may be limited to a few; but all the steps in a given part should be covered. If any section or exercise needs to be repeated after that part has been presented in its entirety, it may be advisable to review it, concentrating on those words or sentences that caused most difficulty, before moving on to the next part.

Special Notes on Grammar-Based Phonology Lessons

Part I of the grammar-based lessons, except the lesson on the third person singular verb finals, treats the voiced and the voiceless consonant finals separately. This was done to make the initial presentation and evaluation of the children's problems easier and because grades 1 and 2 have structure lessons that treat these targets in separate lessons. The other parts of the lesson treat both the voiced and the voiceless consonant finals together.

If the children seem to confuse the final sounds; i.e., the appropriate sound to add to words ending in certain consonants, concentrate on those words and those sentences that have to do with just one of those target sounds. Once the children indicate a control over each one, have them work on words and sentences that include words that end with both of those target sounds.

Specific Notes for Grades 1 and 2

Grade 1: grammar-based phonology lessons on 1) noun plural finals and 2) noun possessive finals:
Since the structure lessons treat the voiced finals separately from the voiceless finals -- first the /-z/ finals then the /-s/ finals -- the various parts and steps of the phonology lessons will have to be adapted to this end.

For noun plural /-z/ finals: practice only Part I, Step II, and Part II - only those sentences with asterisks.

For noun possessive /-z/ finals: practice only Part I, Step II, and Step III - only the voiced consonant finals exercise.

When the structure lesson with the /-s/ as target (for both noun plurals and noun possessives) is introduced, review Part I, Step II before going through the lesson in sequence.

Special Case of combining past tense verb final and noun plural final /-z/: See "Special Notes for First Grade Phonology Lessons Accompanying Structure Lesson IVb" that follows the sequence chart.

Grade 2: grammar-based phonology lessons on 1) past tense verb finals and 2) noun possessive finals:

Since the structure lessons treat the voiced finals separately from the voiceless finals the /-d/ finals before the /-t/ finals of the past tense verbs and the /-z/ finals before the /-s/ finals of the noun possessive, the various parts and steps of the phonology lessons will have to be adapted to this end.

For past tense verb finals /-d/: practice only Part I, Step II, and Part II - only those sentences with the asterisks.

For noun possessive finals /-z/: practice only Part I, Step II, and Step III - only the voiced consonant finals exercise.

When the structure lessons for /-t/ and for /-s/ are introduced, review Part I, Step II before going through the lesson in sequence.

Make-up of Each Lesson

Each lesson consists of several parts (mini-lessons) to be presented along with the structure lessons at each language session. Each is divided into two distinct but equally important steps:

1) ear training to help the children recognize and discriminate between certain sounds;
2) production (pronunciation) practice of sounds in a variety of drills and activities.

The recognition exercises ("Can you hear the sound . . . It's in _____ but not in _____") consist of pairs of words with minimal sound differences. When the children indicate that they have begun to recognize the sound distinctions, they can begin to actively participate in the exercises such as "same-different." The pronunciation practice is primarily model-repeat exercises to aid the children in producing clear distinctions between sounds.

Preceding each lesson, except the grammar-based lessons on final consonants, is a list of words with the target sound:

List (1): Minimal pairs with target and contrasting sounds or minimal pairs of two target sounds.

List (2): Other words with the target sounds.

Whenever possible the words are listed with the target sounds in different word positions: first in initial position since it is often easier to learn a sound if it appears initially, then in final position since it is less easy in this position and in medial position since it seems to be most difficult to learn the sound in this position.[3]

Preceding each grammar-based lesson on final consonants is a list of words ending with either voiceless consonants or with voiced consonants to which the target sounds are added.

The exercises utilize some but not all of the words from these lists in isolation and in sentences. The lessons on the grammar-based final consonant lessons contain sentences in which the word ending in a consonant or consonant cluster is immediately followed by a word beginning with a vowel. This was done because urban language studies seem to indicate that there are fewer problems, i. e., fewer omissions and greater facility in learning, when the sound immediately following the consonant or consonant cluster is a vowel.

Following each lesson is a collection of poems to be used in giving the children further practice with the target sounds in more meaningful, varied, and interesting environment.

Method of Presentation

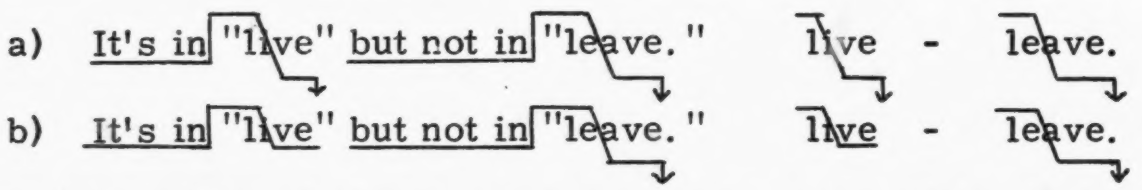
Presentation techniques of accuracy and consistency in modeling, handling responses, handling transition from one exercise to another, etc., mentioned in the "Teacher's Guide" should be adhered to. It is especially important that *briskness of pace* be maintained throughout any particular step (exercise) and any relaxation should come *between* steps. Once instructions and examples have been given and the children understand what is required, model-response pacing should be rapid and precise enough to demand intense concentration and maximum participation from the children.

---

[3] Morton J. Gordon and Helene H. Wong, A Manual for Speech Improvement (New Jersey: Prentice-Hall, Inc., 1961), p. 62.

Important Points to Remember

1. In modeling minimal pairs in isolation and in sentences, the *same intonation*, the falling intonation, must be kept so that in asking the children to recognize and discriminate between words with minimal sound difference, the children will actually be given only that sound difference.
   Comparison of two pronunciations:



a) It's in "live" but not in "leave." live - leave.

b) It's in "live" but not in "leave." live - leave.

In (a) each word of the pair is given the same falling intonation, but in (b) the intonation on each of the pair is different; thus, the children would have to deal with more than a minimal sound difference.

1b. If any exaggeration of pronunciation of a sound in isolation is felt to be essential, this pronunciation should be immediately followed by normal rapid pronunciation of the sound as part of certain words and whenever applicable as words in sentences.

2. In evaluating before correcting, it is well to try to determine the possible source or sources of the problem:
   a) listening conditions:
      1) Distractions such as outside noise, interruptions by other students or teacher
      2) Speaker's distance to listener
      3) Lack of attentiveness on the part of listener and/or speaker (lack of interest, etc.)
   b) preparation of students:
      1) Lack of clarity, precision, consistency in instructions
      2) Insufficient and/or inappropriate examples and practice
   c) modeling:
      Fluctuation and inconsistency in pronouncing the word or sentence, either in articulating the sound, in stressing, or in the intonation pattern each time the word or sentence was pronounced.

3. In correcting the child:
   a) in recognition and discrimination: be certain that the child can actually hear the SE distinctions. Certain minimal pairs may sound alike to him.
   b) in production (pronunciation): be certain that the child can hear the distinctions before asking him to pronounce the different words. Remember that the child should be able to pronounce the contrasts as well as the words with the target sound.

      Further problem in pronunciation:

      The children may well have trouble with sounds other than the target sound, either with sounds that will be targets later or those that are not targets. When this happens, have the children repeat the words they have trouble with, but be careful not to shift the focus away from the particular target. If other problems are emphasized or given equal emphasis, the children may become confused and some may even feel defeated by the enormity of the task.

      The following is a suggestion for dealing with problems of this sort:

      If the phonology lesson is on the vowel sound /i/, for example, and you are proceeding with the production of words which included "with":
      1) If the children mispronounce the vowel /i/ and the final consonant /đ/, do not call the consonant sound to their attention but model the word and have them repeat it until they can pronounce the word reasonably well. (If the word is still mispronounced in its entirety, follow (2).
      2) If the children can pronounce the vowel sound /i/ but have trouble with the final consonant, first reward them for getting the target sound before correcting by saying something like, "Good. You've said that sound we're practicing today right. Now, let's say that word again. Listen very carefully to the whole word and say it exactly the way I say it."

      The above method can also be used for similar problems involving the consonant sounds.
4. If children need more intensive drills in hearing, identifying, or pronouncing the minimal pairs, you may wish to utilize the step-by-step exercises utilized in second-language teaching. See the "Basic Steps in Teaching Pronunciation."

BASIC STEPS IN TEACHING PRONUNCIATION

Using Second-Language Teaching Methods

1. Teaching the children to hear the sound:
   a. Say all the words in the contrasting column two or three times.
   b. Say all the words in the target column two or three times.
   c. Say all minimal pairs two or three times.
2. Teaching the children to identify and recognize the sound:
   a. Give two words from the minimal pair list, either the minimal pair or one word from the pair repeated twice, and have the children indicate whether the words are the "same" or "different."
   b. Give three words from the minimal pair list, with one word of the pair repeated twice. The children are to indicate which two words are the same.
   e.g.: "hut, hut, hot" -- one and two
   c. Give word from either minimal pair list and have the children indicate in which column or set of pictures it appears, by holding up one or two fingers to indicate column or set of pictures.
3. Teaching children to produce the sound:
   a. Repetition (Mimicry):
      1) Say each word from one column or one set of pictures (with contrasting sound). Have children repeat each word.
      2) Say each word from the other column or set of pictures (with target sound). Have children repeat each word.
      3) Say minimal pairs. Have children repeat each pair.
   b. Discrimination in pronunciation of minimal pairs:
      1) Teacher - pupil:
      Say one word from a minimal pair. Have individual children give the other word.
      2) Pupil - pupil:
      Have child give one word from a minimal pair and another child give the other word.
   c. Discrimination in pronunciation of contrasting sentences; i.e., sentences with minimal pair differences:
      1) Use minimal pairs in short utterances. Have children listen and repeat each one.
      2) Say one sentence using one word from the minimal pair. Have a child say the sentence using the other word from the pair.
      3) Have a child give one sentence and another child give the contrasting sentence.

POSSIBLE GAMES FOR DISCRIMINATION AND PRODUCTION

Each is initially introduced and practiced with the teacher as the model after which abler children can take turns modeling with or without the teacher cuing.

1. Crossing the Street

   Preparation: Teacher pronounces a minimal pair and tells children what each word signals.

   One word (with the contrasting sound) signals it is safe to cross the street; the other word (with the target sound) signals a stop. Small group at a time stand on "sidewalk" and wait for the signal from the J. P. O. Other children can act as cars and if they see some children crossing at the "wrong" time they screech like cars braking to a stop. Other variations of this can be used. Modify the game to minimize cues other than word cue serving as a signal for children who are less certain as to the sound cues.

2. Changing Chairs

   Preparation: Teacher pronounces minimal pair and tells children what each word signals.

   The children are seated in a circle and are to change chairs only when they hear the word with the target sound. When they hear the word with the contrasting sound, they are to remain seated. The caller walks around the circle, pronouncing the words separately and distinctly. Forfeit: Any child who makes a "wrong" move, leaves the game and cannot play until the next round. No words may be called in the middle of chair changing nor should the words be pronounced without an appreciable pause between words.

3. Top of the Mountain

   This game can be a culminating activity for pronunciation of a particular target or as an evaluative exercise for a number of targets. It is played after the children have had a number of practice sessions on pronunciation of words with a particular target sound or of several. The object of the game is to reach the top of the mountain (the front or the back of the room). The climbers must pass through a number of obstacles before reaching the top. Initially the teacher guides the children up the mountain as she models a word with the target sound or models a minimal pair which the children are to repeat. On the next trip, the ones who reach the top will be the guides (cued by the teacher for the others left alongside the mountain). If they say the word or words accurately, they can move up to the next step; those who do not give an accurate pronunciation are told to rest and wait for the next trip. (The teacher has selected words in increasing order of difficulty to use as she guides the children to the top.)

SEQUENCE OF PHONOLOGY LESSONS (With Specific Structure Lessons Per Grade)

Kindergarten			1st Grade		
Structure Lesson		Phonology Lesson	Structure Lesson		Phonology Lesson
IIb		/i/			
c		/e/	IIc		/e/
IIIa	(review necessary		IIIa		/i/
b	phonology lessons)		b	(review necessary	
c			c	phonology lessons)	
			d		/θ/
IVa	(past tense of verbs)	/-t, -d/	IVa	(review if necessary)	
b	(con. prev. phon. lesson)		+ b	(past tense of verbs)	/-t, -d/
c	(noun plural)	/-s, -z/		(noun plural-briefly)	/-z/ only*
			c	(con. past tense lesson)	/-t, -d/
			d	(noun plural)	/-s/ (incl. /-z/)
Va	(3rd pers. sing. verb)	/-s, -z/	Va	(review or con.)	
b	(con. prev. phon. lesson)		b	(3rd pers. sing. verb)	/-z/, /-s/
c		/ə́/	c	(con. prev. lesson)	
d		/θ/			
VIa		/u/	VIa		/u/
b	(review)		b	(review or con.)	
c		/θ/	c		/đ/
d		/đ/	d		/ə́/
VIIa	(review or con.)		VIIa	(possessive noun)	/-z/**
b	(possessive noun)	/-s, -z/	b	" "	/-s/ (incl. /-z/)

+ See Notes attached.

* 1st Grade noun plural finals: /-z/ only Part I, Step II, and Part II-those with asterisks. /-s/ finals treated in a separate lesson after review of /-z/ finals.

** 1st Grade noun possessive finals: /-z/ only Part I, Step II and III, voiced finals. /-s/ finals treated in a separate lesson after review of /-z/ finals.

SPECIAL NOTES FOR FIRST GRADE PHONOLOGY LESSONS
Accompanying Structure Lesson IVb

Since the first grade structure lesson IVb covers both the past tense finals /-t, -d/ and noun plural final /-z/ -- two separate phonology lesson targets -- it is recommended that the material to be presented per language session be treated in the manner discussed below.

Present the allotted portions of one phonology lesson (first, the past tense verb finals, then the noun plural finals) on separate days; i. e., upon presenting the phonology lesson the past tense verb finals along with the structure lesson, concentrate on the target sounds of that lesson for a number of successive language sessions, and upon presenting the phonology lesson on the noun plural final /-z/, concentrate on that target sound. Since these two phonology lessons would be repeated and completed along with the structure lessons that follow, mastery of these target sounds need not be the goal at this time.

Because of the combination of the two phonology lessons, it might prove more fruitful if initially the structure lesson exercises for the past tense verbs are practiced separately from those for the noun plurals. Before culminating the structure lesson, both the past tense and noun plural structure exercises may be treated together.

Suggested Guideline in Presenting Both Lessons:

1) Introduce and practice the structure lesson dialogue and Part I of the phonology lesson on the past tense verb finals.
2) Practice Part II of the past tense finals phonology lesson and structure lesson exercises 5-7 and, if time permits, practice the activity mentioned in Note #4.
3) Review and practice structure lesson dialogue and introduce and practice Part I, Step II, of the phonology lesson on the noun plural finals.
4) Practice Part II of the noun plural finals phonology lesson (those marked with asterisks) and practice structure lesson exercises 2, 4, 7 and, if time permits, practice the activity mentioned in Note #10.

SEQUENCE OF PHONOLOGY LESSONS (With Specific Structure Lessons Per Grade)

2nd Grade		3rd Grade	
Structure Lesson	Phonology Lesson	Structure Lesson	Phonology Lesson
IIIb	/i/	IIIb	/i/
c	/e/	c	/e/
IVa (noun plurals)	/-z, -s/	IVa (noun plurals)	/-z, -s/
* b (past tense verbs)	/-d/ only	b (con. or review)	
c (past tense verbs)	/-t/ (incl. /-d/)	c (past tense verbs)	/-d, -t/
Va (con. or review)		Va (con. or review)	
b (3rd pers. sing. verbs)	/-z, -s/	b (3rd pers. sing. verbs)	/-z, -s/
		c (con. prev. lesson)	
VIa (con. or review)		VIa	/θ/
b	/θ/	b	/đ/
c	/đ/	c (con. or review)	
d (con. or review)		d	/u/
e	/u/	e	/ə́/
f (con. or review)			
g	/ə́/		
VIIa (con. or review)			
** b (possessive noun)	/-z/		
c " "	/-s/ (incl. /-z/)		

* 2nd Grade past tense verb finals: /-d/ only Part I, Step II, Part II--those with asterisks. /-t/ finals treated in a separate lesson after review of /-d/ finals.

** 2nd Grade noun possessive finals: /-z/ only Part I, Step II and Step III--voiced finals. /-s/ finals treated in a separate lesson after review of /-z/ finals.

ORDER OF PHONOLOGY LESSONS

Lessons on Vowel Sounds:

1) Target /i/

2) Target /e/

3) Target /[illegible]/

4) Target /u/

Lessons on "th" Sounds:

5) Target /θ/

6) Target /ð/

Lessons on Grammar-Based Final Consonant Clusters:

7) Target /-t, -d/ past tense verb finals

8) Target /-s, -z/ noun plural finals

9) Target /-s, -z/ 3rd person singular verb finals

10) Target /-s, -z/ possessive noun finals

PHONOLOGY LESSON TARGET: /i/

List (1) Minimal Pairs

/i/	/iy/
ship	sheep
chick	cheek
hill	heel
live	leave
fit	feet
pick	peek
bit	beat
slip	sleep
fill	feel
hit	heat
lip	leap
sit	seat
lick	leak

Other pairs not in the lesson

lid	lead
still	steal/steel
dip	deep
dipper	deeper
rich	reach
rid	read
grin	green
pill	peel

List (2) - Other Words

Initial

inch
inning
ink
ill
itch

Medial

pig
twig
big
wig
brick
kick
quick
sick
stick
thick
trick
drip
grip
hip
skip
slip
trip
whip
bib
crib
rib
dish
fish
squish
wish
ditch
hitch
pitch
rich
stitch
witch

fist
list
wrist
twist
bill
pill
spill
still
thrill
blink
drink
pink
sink
think
wink
bring
king
ring
swing
thing
fix
mix
six
slipper
zipper
give
live
prince
rinse
since

*kitten
lizard
pigeon
shrimp
guinea pig
cricket
chipmunk
dictionary
chimney
principal
princess
picnic
print
kitchen
swim

* Use "flapped _t_."

PART I:

Step I: Introduction of Target Sound /i/

Teacher can say:

Can you find the sound that we're looking for today?
It's found in only certain words and not in any other.

It's found in		but not in	
	"ship"		"sheep."
	"chick"		"cheek."
	"hill"		"heel."
	"live"		"leave."
	"fit"		"feet."
	"pick"		"peek."
	"bit"		"beat."

(Remember to use the falling intonation on each word of the pair.)

Step II: Recognition and Discrimination

A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "different," etc.) whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

e.g.:	Teacher:		Children:
	ship	ship	"same" sign
	live	live	"same" sign
	leave	leave	"same" sign
	sheep	ship	"diff." sign

(Note: Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. Thereafter, intersperse repetition of contrasting word with the word with the target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a long strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and "stop" only the word (car) with the target sound. e. g. : Teacher can say:

> "sheep-ship." These two words sound different, don't they? Listen again: "sheep-ship." When you hear the word "sheep," hold up the green light and let it go. But when you hear the word "ship," hold up the red light. Listen again: "sheep-ship." "Ship" is the word you have to stop.

Teacher:	Children:
"sheep"	green light
"sheep"	"
"sheep"	"
"ship"	red

After about three successful responses by the majority of the class, model and have children repeat, "The sound we're looking for is in 'ship' but not in 'sheep.'" Follow above example for the rest of the minimal pairs in Step 1.

(For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

PART II: (Same as Part I except for minimal pairs used.)

Step I: Introduction of Target Sound:

Teacher can say:

> Can you find the sound that we're looking for today? It's found in only certain words and not in any other.

It's in	"ship"	but not in	"sheep."*
	"chick"		"cheek."*
	"slip"		"sleep."
	"fill"		"feel."
	"hit"		"heat."
	"lip"		"leap."
	"sit"		"seat."
	"lick"		"leak."

(* in Part I.)

(For the other steps follow Part I except for use of minimal pairs given in Step I of Part II.)

PART III:

(If necessary, review some of the more difficult minimal pairs by using "Can you hear. . . " before going on to Step I.)

Step I: Say all the words you feel the children need further work on, except this time say all the words in the contrasting column; then, all the words in the target column. Have the children listen to all the words in each column; then, have them repeat each of those words after you.

Step II: Give contrasting word, and have the children give the word with the target sound.
e.g., "The sound is not in 'sheep' but it's in _______."

Step III: Minimal Pairs in sentences:
Use pictures or line drawings on the board to represent the minimal pairs "ship-sheep," "hill-heel," and "chick-cheek." Hold up picture and model the sentences for each pair. Then have the children repeat each sentence after the modeling the second time.
Combine discrimination and production by asking each child, "Where's the . . . ?" and having the child pointing to or picking up the appropriate picture, saying "This is the _______."
After a number of successful responses, pupil-pupil exchange can be used for the same exercise.

ship-sheep:
    This is the ship.
    This is the sheep.
hill-heel:
    This is the hill.
    This is the heel.
chick-cheek:
    This is my chick.
    This is my cheek.

Step IV: Words with target sound in sentences:

A. Using pictures or actual objects representing as many of the words listed below, model each word as you hold up the items and have each word repeated by the class.
B. Have children work in pairs. One child tells the other: "Pick up the ______," mentioning one of the pictures on

the chalk tray or elsewhere. The other child holds up the appropriate picture and says, "This is the _____."

Word List: (Use other appropriate words.)

fish (starfish, etc.)
pigeon
lizard
shrimp
zipper
slipper
dictionary
guinea pig
pig
pin
dish
ring

PART IV:

Step I: Model minimal pairs: "pick-peek," "hit-heat," "bit-beat," "fill-feel," "slip-sleep" (and "slipping-sleeping") and "chick-cheek" and have the children repeat after you. Then model minimal pairs in sentences with appropriate gestures. Repeat two or three times so that the children will associate gestures with words. Then repeat the sentences a number of times in random order and have the children perform the accompanying action. After the children have learned to discriminate in this fashion, have individual children, abler ones first, say the appropriate sentence when you give the gesture cue; then, have each say it to the class and have the class perform the action.

1. Pick at it. (picking, plucking motion)
   Peek at it. (peek through fingers)
2. Hit the pot. (punching or pounding motion)
   Heat the pot. (motion of turning on stove or lighting match)
3. Fill the pot. (pouring motion)
   Feel the pot. (touching motion)
4. The boy beat the dog. (beating motion)
   The boy bit the dog. (biting motion)
5. He's slipping in the mud. (skidding motion with foot, etc.)
   He's sleeping in the mud. (rest cheek on hands)
6. I patted my chick. (peeping sound or flapping motion)
   I patted my cheek. (put hand to cheek)

(#1, #2, #3 can be varied by using "ing" form of verb. One child can act out one of actions and the class can say, "He's ____ing.")

Step II: Using words with target sounds in sentences.
Have class, then small groups stand and repeat both the sentences and actions modeled. Then have one child in each group be the leader (model sentence without gesture) and have others follow-the-leader in action.
Use words listed below in the frame: "Let's ________."

(For work with individual children, you may have each child carry out the action saying: "I'm ________ ing.")

Word List:

wink
grin
blink
dig
lift
fish
spin
pitch
hit
kick
skip
swim
drink
sit

PART V:

(This entire part deals with production of words with /i/ in sentences in which the stress changes.)

Model each sentence and in modeling the sentence that the children are to repeat, stress the underlined word and have the children do the same. e.g.:

Teacher:	Children:
Just listen to this sentence:	
The fish fell on the dish.	
Answer this question:	
What fell on the dish?	The fish.
Now repeat this sentence after me:	
The *fish* fell on the dish.	(repeat)
Answer this question:	
Where did the fish fall?	On the dish.
Now, repeat this sentence after me:	
The fish fell on the *dish.*	(repeat)

(Once the children have understood the pattern, omit the directions.)

1) Pinky has a ring on his finger.	
Who has a ring on his finger?	Pinky.
Repeat this sentence:	
Pinky has a ring on his finger.	(repeat)
What does Pinky have on his finger?	A ring.
Repeat this sentence:	
Pinky has a ring on his finger.	(repeat)
Does Pinky have the ring on his toe, or on his finger?	On his finger.
Repeat this sentence:	
Pinky has a ring on his *finger*.	(repeat)

Teacher:	Children:
2) A shrimp is in the river.	
What's in the river?	A shrimp.
Repeat this sentence:	
A shrimp is in the river.	(repeat)
Where is the shrimp?	In the river.
Repeat this sentence:	
A shrimp is in the river.	(repeat)
A Variation on #2:	
A shrimp is in the river.	
What's in the river?	A shrimp.
Repeat this sentence:	
A shrimp is in the river.	(repeat)
A little* shrimp is in the river.	
What kind of shrimp is in the river?	A little shrimp (one).
Repeat this sentence:	
A little* shrimp is in the river.	(repeat)
A little* pink shrimp is in the river.	
What kind of shrimp is in the river?	A little pink shrimp.
Repeat this sentence:	
A little pink shrimp is in the river.	(repeat)
(* Second syllable should be a syllabic consonant.)	
3) A witch found a squid.	
Who found a squid?	A witch.
Repeat this sentence:	
A witch found a squid.	(repeat)
What did the witch find?	A squid.
Repeat this sentence:	
A witch found a squid.	(repeat)
A Variation on #3:	
A witch found a squid.	
What did the witch find?	A squid.
Repeat this sentence:	
A witch found a squid.	(repeat)
A rich witch found a squid.	
What kind of witch found a squid?	A rich witch.
Repeat this sentence:	
A rich witch found a squid.	(repeat)

PART IV: Poetry and Rhyming

Step I: Introduce and practice a poem.

Step II:

A. Pick out rhymes from the poem practiced and/or words that rhyme from List (2) and model and have the children repeat them.

B. Say two or three rhyming words from the list practiced and have the children add words that rhyme. If the children have too much difficulty, proceed to the next step.

e. g.: brick - thick - lick (sick, quick, etc.)
drip - grip - hip (skip, trip, etc.)
hitch - stitch - ditch (witch, rich, etc.)

After each child adds a word, say those words again, adding the word the child has contributed and have the others pass judgment if all those words rhyme. If those words do rhyme, have the class repeat them after they hear them modeled.

C. Pronounce four words, one of which does not rhyme. Have the children listen to the words two or three times. When the words are repeated again, have the children indicate which word does not rhyme. This can be done by one of the following methods:

1) Raising hands upon hearing the non-rhyming word.
2) After hearing the words, indicating by holding up the number of fingers designating the number of the non-rhyming word. This would be made easier if, as each word is pronounced, one finger is held up for the first word, etc.
3) Four children are seated in the front of the room and the teacher points to or taps each child as she pronounces each word. Someone from the audience points to the child who has the non-rhyming word and he stands up if he agrees. The rest of the class passes judgment. (This activity may be more time-consuming than the others.)

Example of words: (underlined words are non-rhyming)
Bill - meal - will - hill
grin - chin - green - win
stick - reek - pick - quick
sick - leak - chick - kick
fill - still - seal - pill
lip - drip - peep - hip
tin - pin - fin - mean

D. Practice the same poem again or another poem.

POEMS

Jack be nimble
Jack be quick
Jack jump over
the candlestick.

To market, to market,
To buy a fat pig,
Home again, home again,
jiggety jig.

The Clock

Tick, tock, tick, tock,
Merrily sings the clock.
It's time for work,
It's time for play,
And so it sings
Through all the day.
Tick, tock, tick, tock
Merrily sings the clock.
--author unknown
Used by permission of American Book Van Nostrand Co.

Precocious Piggy

All: "Where are you going, you little pig?"
Solo: "I'm leaving my mother, I'm growing so big!"
Girls: "So big, young pig,
Boys: So young, so big!
All: What, leaving your mother, you foolish young pig!"

Girls: "Where are you going, you little pig?"
Solo I: "I've got a new spade, and I'm going to dig."
All: "To dig, little pig?
Solo II: A little pig dig!
All: Well, I never saw a pig with a spade that could dig!"

Boys: "Where are you going, you little pig?"
Solo I: "Why, I'm going to have a nice ride in a gig!"
Girls: "In a gig, little pig?
Boys: What, a pig in a gig!"
All: Well, I never before saw a pig ride a gig!"

All: "Where are you going, you little pig?"
Solo I: "Well, I'm going to the ball to dance a fine jig!"
Girls: "A jig, little pig!
All: Well, I never before saw a pig dance a jig!"

Girls: "Where are you going, you little pig?"
Solo I: "I'm going to the fair to run a fine rig."
All: "A rig, little pig!"
Solo II: A pig run a rig!"
All: Well, I never before saw a pig run a rig!"

Boys: "Where are you going you little pig?"
Solo I: "I'm going to the barber's to buy me a wig!"
Girls: "A wig, little pig!
Boys: A pig in a wig!
All: Why, whoever before saw a pig in a wig!"

Other poems highly recommended:
1) "The Big Clock," author unknown and
2) "Only My Opinion," Monica Shannon, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn and Bacon, Inc., 1963.
3) "Wiggle Game," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.

Possible songs from Music for Living Through the Day, Teacher's Book 1, (James Mursell, Gladys Tipton, Beatrice Landeck, Harriet Nordholm, Roy E. Freeburg, Jack M. Watson), Morristown, New Jersey, Silver Burdett Co., 1962.
"Tippy Tippy Tiptoe"
"Rig-a-Jig-Jig"
"Fiddler, Play for Me"

PHONOLOGY LESSON TARGET: /e/

List (1) Minimal Pairs

/e/	/æ/
bet	bat
pet	pat
met	mat
set	sat
better*	batter*
slept	slapped
pest	passed/past
pen	pan
hem	ham
ten	tan
lend	land
send	sand
bend	band
led	lad
bed	bad
head	had
said	sad
peck	pack

* Use "flapped t."

List (2) - Other Words

Initial

edge
egg
elbow
elephant
elevator
empty
entrance
exit

Medial

bet
get
jet
let
met
net
pet
set
wet
yet
bed
bread
dead
fed
head
led
red
said
sled
thread
check
neck
peck
wreck
beg
leg
bless
dress
guess
mess
yes
gem
stem
them
hen
men
pen
ten
then

bell
fell
sell
shell
smell
tell
well
yell
belt
felt
melt
bend
friend
lend
send
spend
cent
dent
tent
best
chest
nest
pest
rest
test
yellow
fellow
measure
treasure

present
necklace
penguin
fence
pebble
web
lettuce*
lemon
ledge
deaf
yesterday
wrestle
pencil
necktie
skeleton
leopard
desk
helmet
cement
bench
fender
pepper
celery
wedding
vegetable
help
friendly
jealous
breakfast

PART I: 1st Presentation

Step I: Introduction of Target Sound /e/

Teacher can say:

Can you find the sound that we're looking for today?
It's found in only certain words and not in any other.

It's found in		but not in
	"bet"	"bat."
	"pet"	"pat."
	"met"	"mat."
	"set"	"sat."
	"better"*	"batter."*
	"slept"	"slapped."
	"pest"	"past/passed."
	"pen"	"pan."

* Use "flapped _t_."

(Remember to use the falling intonation on each word of the pair.)

Step II: Recognition and Discrimination

A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," etc.) whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

Now I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, keep your hands down (etc.).

Teacher:			Children:
pet	-	pet	"same" sign
bat	-	bat	"same" sign
pan	-	pen	"diff." sign
bet	-	bet	"same" sign

(Use words from Step I. Be sure to vary the order from time to time; for example, in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.
For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a long strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and "stop" only the word (car) with the target sound.

e. g.: Teacher can say:

"bat - bet." These two words sound different, don't they? Listen again: "bat - bet." When you hear the word "bat," hold up the green light. But when you hear "bet," hold up the red light. Listen again: "bat - bet." "Bet" is the word you have to stop.

Teacher:	Children:
"bat"	green light
"bat"	"
"bet"	red
(etc.)	

After about three successful responses by the majority of the class, model and have children repeat, "The sound we're looking for is in 'bet' but not in 'bat.'" Follow above model for the rest of the minimal pairs presented in Step I.

(Class can be separated into city blocks with traffic lights at every corner.)

PART II: 2nd Presentation

Step I:

Teacher says:

Can you find the sound that we're looking for today?

It's in "hem" but not in "ham."
"ten" "tan."
"lend" "land."
"send" "sand."
"bend" "band."
"led" "lad."
"bed" "bad."
"head" "had."
"said" "sad."

(Use the falling intonation on each word of the pair.)

Step II: Same-Different (Pairs)

A. Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by the method you have chosen, whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

Now I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, keep your hands down (etc.).

Teacher:	Children:
lend - land	"diff." sign
send - send	"same" sign
had - had	"same" sign
ham - hem	"diff." sign

(Use words from Step I. Be sure to vary the order from time to time; for example, in giving minimal pairs, don't always give the word with the target sound first.
Use the falling intonation on both words.)

B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. Thereafter intersperse repetition of the contrasting word with the word with the target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be traffic lights signaling with a long strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and "stop" only the word (car) with the target sound.

e.g.: Teacher can say:

"sand - send." These two words sound different, don't they? Listen again: "sand - send." When you hear the word "sand," hold up the green light. But when you hear the word "send," hold up the red light. Listen again: "sand - send." "Send" is the word you have to stop.

Teacher:	Children:
"sand"	green light
"sand"	"
"sand"	"
"send"	red
(etc.)	

After about three successful responses by the majority of the class, model and have children repeat, "The sound we're looking for is in 'send' but not in 'sand.'" Follow above model for the rest of the minimal pairs presented in Step I.

PART III:

Step I:

Hold up pictures or objects depicting the words in List (2). Model the words and have the children repeat. Then, follow the procedure below with children taking parts.

Child A: Tell me what you want.
Child B: I want the necklace.
(Note: Use determiner "the" to handle mass and count nouns.)

Step II:

(This exercise deals with production of words with /e/ in sentences in which the stress changes.)

Model each sentence and in modeling the sentence that the children are to repeat, stress the underlined word and have the children do the same.

Teacher:	Children:
Just listen to this sentence:	
Henry got a letter yesterday.	
Who got a letter yesterday?	Henry.
Now repeat this sentence after me:	
Henry got a letter yesterday.	(repeat)
What did Henry get yesterday?	A letter.
Now repeat this sentence after me:	
Henry got a letter yesterday.	(repeat)
Just listen to this sentence:	
Penny has a bell around her neck.	
Who has a bell around her neck?	Penny.
Now repeat this sentence after me:	
Penny has a bell around her neck.	(repeat)
What does Penny have around her neck?	A bell.
Now repeat this sentence after me:	
Penny has a bell around her neck.	(repeat)
Where does Penny have the bell?	Around her neck.
Now repeat this sentence after me:	
Penny has a bell around her neck.	(repeat)

Step II: Short Dialogue Practice

A. After initial introduction by the teacher, the children should participate in the short dialogue.

A: I met an elephant yesterday.
B: Was he a friendly elephant?
A: Yes, he was friendly. He let me pet him.
B: I want to pet him too.
A: Okay, let's take him a present.

After practicing the dialogue, each child can add to the dialogue by saying: "My present is a/an _________."

B. Chain Responses:

One child makes a statement and asks another a question and that child in turn does the same. This continues until a number of children have participated.

1. My best friend is _____. Who's your best friend?
2. I had ______ for breakfast. What did you have?

C. One child thinks of an animal and others have one guess each as to what it is, using the following format:

A: I have a pet. Can you guess what it is?
B: I bet I can. It's a _______.
A: Your guess is wrong. Who's next? (and turns to repeat his first line and has somebody else guess).

When the right answer is given, "A" says, "Your guess is right. Here's a penny."

PART IV: Poetry and Rhyming

Step I: Introduce and practice a poem.

Step II:

A. Pick out rhymes from the poem practiced and model and have the children repeat words that rhyme with those and other rhyming words from List (2).

B. Say two or three rhyming words from the list practiced and have the children add words that rhyme. If the children have too much difficulty, proceed to the next step.

e.g.: thread - led - said (red, dead, head, etc.)
Ben - den - men (hen, ten, pen, etc.)
well - fell - yell (sell, tell, bell, etc.)

After each child adds a word, say those words again, adding the word the child has contributed and have the others pass judgment if all those words rhyme. If those words do rhyme, have the class repeat them after they hear them modeled.

C. Pronounce four words, one of which does not rhyme. Have the children listen to the words two or three times. When the words are repeated again, have the children indicate which word does not rhyme.

This can be done by one of the following methods:

1) Raising hands upon hearing the non-rhyming word.
2) After hearing the words, indicate by holding up the number of fingers indicating the number of the non-rhyming word. This would be made easier if, as each word is pronounced, one finger is held up for the first word, etc.
3) Four children are seated in the front of the room and the teacher points to or taps each child as she pronounces each word. Someone from the audience points to the child who "has" the non-rhyming word and he stands up if he agrees. The rest of the class passes judgment. (This activity may be more time-consuming than the others.)

Example of words: (underlined words are non-rhyming)

get - let - net - bat
head - bad - shred - bread
leg - keg - tag - beg
best - test - guessed - passed
sled - glad - fled - bled
rent - pant - tent - sent

D. Practice the same poem again or another poem.

POEMS

Hickety, Pickety

Hickety, pickety, my black hen,
She lays eggs for gentlemen;
Gentlemen come back every day
To see what my black hen doth lay.
--adapted by Frank Haines

Nicholas Ned

Nicholas Ned,
He lost his head,
And put a turnip on instead;
But then ah me!
He could not see,
So he thought it was night,
And he went to bed.
--Laura E. Richards

Was She a Witch?

There was an old woman
Lived down in a dell;
She used to draw picklejacks
Out of the well.
How did she do it?
Nobody knew it,
She never, no never,
No never would tell.
--Laura E. Richards

Other poems highly recommended:

1) "Baby Chick," Aileen Fisher, Poetry for Young Scientists, (Leland B. Jacobs and Sally F. Nohelty), N.Y., N.Y., Rinehart & Winston, Inc., 1964.
2) "Grizzly Bear," Mary Austin, The Children Sing in the Far West, (Mary Austin), Boston, Mass., Houghton Mifflin Co.
3) "Did You Ever, Ever, Ever," and
4) "Two Legs Sat on Three Legs by Four Legs," A Rocket in My Pocket, The Rhymes and Chants of Young Americans, (Carl Withers), N.Y., N.Y., Henry Holt & Co., 1948.
5) "Mrs. Peck-Pigeon," Eleanor Farjeon, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.
6) "Rooster Red," Louise Binder Scott, and
7) "Yes, Yes, Yes," J.J. Thompson, and
8) "Is the Sky Yellow?" J.J. Thompson, Talking Time, 2d ed., (Louise Binder Scott and J.J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966.

PHONOLOGY LESSON TARGET: /ə́/

List (1) Minimal Pairs

/ə́/	/a/
pup	pop
puppy	poppy
cup	cop
dull	doll
luck	lock
nut	knot
done	Don
shut	shot
hut	hot
bum	bomb
cut	cot
cub	cob
duck	dock
putt	pot
hug	hog
bug	bog
rub	rob
suck	sock

List (2) - Other Words

Initial

oven
onion
ugh
ugly
uncle
under
underwear

Medial

but
cut
hut
nut
shut
cluck
duck
luck
stuck
suck
truck
club
cub
rub
scrub
sub
tub
blood
bud
flood
mud
thud
bug
drug
dug
hug
jug
mug
plug
rug
slug
tug
clutch
much
such
touch
Monday
Sunday

bluff
cuff
gruff
huff
puff
rough
stuff
tough
bus
plus
dust
just
must
rust
trust
blush
brush
crush
hush
mush
rush
dove
glove
love
shove
bum
come
crumb
drum
dumb
from
gum
hum
numb
plum
some
thumb

bun
done
fun
gun
none
one/won
run
son/sun
hung
rung
sung
tongue
young
bunch
crunch
hunch
punch
drunk
flunk
junk
punk
skunk
sunk
trunk
bunny
funny
honey
money
sunny
*butter
*gutter
*mutter
*stutter
bump
dump
jump
lump
pump

bubble
double
trouble
brother
mother
lumber
number
enough
something
wonder
wonderful
honeybee
bumblebee
*butterfly
pumpkin
mushroom
hundred
monkey
shovel
**button
clumsy
buffalo

* Use "flapped t ."
** Pronounce second syllable as a syllabic consonant.

PART I:

Step I: Introduction of Target Sound /ə́/

Teacher can say:

Can you find the sound that we're looking for today?
It's found in only certain words and not in any other.
It's found in "pup" but not in "pop."
"puppy" "poppy."
"dull" "doll."
"nut" "knot."
"shut" "shot."
"hut" "hot."
"bum" "bomb."

(Remember to use the falling intonation on each word of the pair.)

Step II: Recognition and Discrimination

A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "different," etc.) whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

Teacher:			Children:
pup	-	pup	"same" sign
pop	-	pop	"same" sign
puppy	-	poppy	"diff." sign
dull	-	dull	"same" sign

(Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "different" pairs.)

B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. Thereafter, intersperse repetition of con-

trasting word with the target sound. The children are to signal when they hear the word with the target sound.
This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and only "stop" the word (car) with the target sound.
e.g.: Teacher can say:

"poppy - puppy." These two words sound different, don't they? Listen again: "poppy - puppy." When you hear the word "poppy," hold up the green light and let it go. But when you hear the word "puppy," hold up the red light. Listen again: "poppy - puppy." "Puppy" is the word you have to stop.

Teacher:	Children:
"poppy"	green light
"poppy"	"
"puppy"	red
(etc.)	

After about three successful responses by the majority of the class, model and have the children repeat, "The sound we're looking for is in _____ but not in _____ ," being certain that the falling intonation is used on both words and that the contrasting sounds are clearly differentiated. Follow the above example for the rest of the minimal pairs in Step I.
(For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

PART II:

(Review Part I, practicing words that caused difficulty and add other minimal pairs from List (1) minimal pairs.)

PART III:

Step I: Production of Minimal Pairs
Model minimal pairs, including those that are used in the sentences in Step II, and have children repeat them.

Step II: Production of Contrasting Sentences
Model two contrasting sentences; then ask the questions pertaining to those sentences and have the children reply in

phrases. Finally, model the sentences a number of times in random order and have the children repeat those sentences.

Teacher:	Children:
"duck-dock"	
The duck is clean.	
The dock is dirty.	
What's clean?	The duck.
What's dirty?	The dock.
"nut-knot"	
A nut is tasty.	
A knot is lumpy.	
What's tasty	A nut.
What's lumpy?	A knot.
"shut-shot"	
Billy shut the door.	
Annie shot the door.	
What did Billy do?	Shut the door.
What did Annie do?	Shot the door.
"puppy-poppy"	
A puppy is nice.	
A poppy is pretty.	
What's nice?	A puppy.
What's pretty?	A poppy.
"cub-cob"	
A cub is friendly.	
A cob is rough.	
What's friendly?	A cub.
What's rough?	A cob.
"bum-bomb"	
The bum is lazy.	
The bomb is dangerous.	
What's lazy?	A bum.
What's dangerous?	A bomb.

For extra practice:

The hut is hot. What's hot?	The hut.
The duck is on the dock.	
What's on the dock?	The duck.

He cut the cot. What did he do? Cut the cot.

A cup hit a cop. What hit the cop? A cup.

For additional practice use the "Additional Exercises" that follow:

ADDITIONAL EXERCISES
For Some Troublesome Minimal Pairs

After previous drill work on these pairs, these exercises can be used to give additional practice for the class or just those that need more intensive work. These exercises require some background preparation concerning the meaning of these words.

I. "bum - bomb":

Model the sentences and explain the difference in meaning and therefore the difference in the listener's reaction to what is said. Then model the sentences for the children to repeat.

Choose a child to bring in a message to the class. He is to make his announcement as he comes in the door. The message is either "There's a bum outside!" or "There's a bomb outside!" The teacher may cue him by whispering the word to use or she may let him select it himself.

The listeners are to react in "fear" by covering their heads, etc., when they hear "bomb." When they hear "bum," they may just look up or say, "Come in."

II. "cub - cob":

The teacher says, "The pig wants to eat a cob," and "The lion wants to eat a cub." A child is chosen to act as a pig or a lion (whispered cue given by the teacher). The rest of the children listen to what he says he likes to eat so that they can guess what animal he is.

Child says either: "Who am I? I want to eat a cob."
or: "Who am I? I want to eat a cub."

The others can say, "You're a pig," or "You're a lion," or make squealing sounds for the pig and a growling sound for the lion.

III. Possible culminating exercise using minimal pairs "cub-cob," "puppy-poppy," "nut-knot," and "bum-bomb."

First model the minimal pair to be worked with. Have the children associate the word with a picture or a succinct explanation of the meaning. Present the two sentences for the particular pair a number of times and have the children provide the word to fit the sentence.

A: "cub-cob" I'm going to train the _____ (cub).
I'm going to chew on the _____ (cob).

B: "puppy-poppy" Every day I feed my _____ (puppy).
Every day I water my _____ (poppy).
C: "nut-knot" I want to eat a _____ (nut).
I want to tie a _____ (knot).
D: "bum-bomb" I'm going to feed the _____ (bum).
I'm going to drop the _____ (bomb).

PART IV:

Step I:

Have pictures or objects representing a number of words containing the target sound. Model each word as you hold up the picture or object and have the children repeat. These pictures or objects can be the prizes for a lucky number game. Have some children pick a number or assign numbers and have one child pick up the "lucky number" slip from a box of numbered slips of paper. This child announces, "The lucky number is __," and the child who has the lucky number says, "I've got the lucky number. I want the _____ ." Or you may wish to have the children participate in the following activity, which involves a storekeeper, a parent, and a child:

Storekeeper (pointing to array of stock): I have lots of wonderful things for you.
Parent (to child): Do you want the _____ ?
Child: No, I don't want the _____ . I want the _____ .
Storekeeper: You're a lucky boy./girl. Here's the _____ .

Step II:

Create an appropriate setting for the following dialogues and have the children participate.

1. A: Do you have some money?
B: What do you want some money for?
A: I want to buy some candy. I don't have enough money.
B: Why don't you buy some gum instead?
A: That's a wonderful idea!
C: I have some money. Can I go too?
A: Oh, boy. Now we can buy some candy ...
B: ... and some gum. Sure, come along.

2. A: What are you mumbling about?
B: Nothing.
A: What are you grumbling about?
B: Something.

A: You look funny. You look like a bubble gum all blown up.
B: You'd look funny too if you had a stomach ache.

PART V: Rhyming and Poetry

Step I: Nonsensical Dialogue:

Have children participate in the following dialogue:

A: What's in your trunk -- a lot of junk?
B: I don't have junk in my trunk.
A: What's in your trunk -- a funny skunk?
B: I don't have a skunk in my trunk.
A: No junk in your trunk? No skunk in your trunk?
How's about a drunk skunk in your junk trunk?

Step II:

A. Pick out rhymes from the previous dialogue. Model the words and have the children repeat. Also practice with other rhyming words from List (2).

B. Say two or three rhyming words from the list practiced and have the children add words that rhyme. If the children have too much difficulty, proceed to the next step.

e.g.:	flunk - punk - sunk	(trunk, junk, etc.)
	cluck - stuck - suck	(duck, luck, etc.)
	club - cub - rub	(scrub, sub, etc.)

After each child adds a word, say those words again, adding the word the child has contributed and have others pass judgment if all those words rhyme. If those words do rhyme, have the class repeat them after they hear them modeled.

C. Pronounce four words, one of which does not rhyme. Have the children listen to the words two or three times. When the words are repeated again, have the children indicate which word does not rhyme. This can be done by one of the following methods:

1) Raising hands upon hearing the non-rhyming word.
2) After hearing the words, indicate by holding up the number of fingers indicating the number of the non-rhyming word. This would be made easier if, as each word is pronounced, one finger is held up for the first word, etc.
3) Four children are seated in the front of the room and the teacher points to or taps each child as she pronounces each word. Someone from the audience points to the child who "has" the non-rhyming word and he stands up if he agrees. The rest of the class passes judgment. (This activity may be more time-consuming than the others.)

Example of words: (underlined words are non-rhyming)
sun - fun - rain - gun
dust - last - crust - must
sub - rob - scrub - tub
duck - sock - luck - truck
come - dumb - bomb - gum
shut - nut - cut - hot
mush - gosh - rush - crush
cup - pup - sup - top
hung - rung - lung - song
cuff - rough - cough - stuff

D. Practice a poem.

POEMS

Old Mother Hubbard

Old Mother Hubbard
Went to the cupboard,
To get her poor Dog a bone,
When she came there,
The cupboard was bare,
And so the poor Dog had none.
--Mother Goose

Hot-Cross Buns

Hot-cross Buns!
Hot-cross Buns!
One a penny,
Two a penny,
Hot-Cross Buns!
--Mother Goose

Jump - Jump - Jump

Jump - jump - jump --
Jump away
From this town into
The next, today.

Jump - jump - jump --
Jump over the moon;
Jump all the morning
And all the noon.

Jump - jump - jump --
Jump all night;
Won't our mothers
Be a fright?

Jump - jump - jump --
Over the sea;
What wonderful wonders
We shall see.

Jump - jump - jump --
Jump far away;
And all come home
Some other day.
--Kate Greenaway

Fuzzy Wuzzy

Fuzzy wuzzy was a bear
Fuzzy wuzzy had no hair
Fuzzy wuzzy wasn't fuzzy, was he?
--author unknown

Tugs

Chug! Puff! Chug!
Push, little tug.
Push the great ship here
Close to its pier.

Chug! Puff! Chug!
Pull, strong tug.
Drawing all alone
Three boat-loads of stone.

Busy harbor tugs,
Like round water bugs,
Hurry here and there,
Working everywhere.
--James S. Tippett

Trucks

Big trucks for steel beams,
Big trucks for coal,
Rumbling down the broad streets,
Heavily they roll.

Little trucks for groceries,
Little trucks for bread,
Turning into every street,
Rushing on ahead.

Big trucks, little trucks,
In never ending lines,
Rumble on and rush ahead
While I read their signs.
--James S. Tippett

It Was Shut

"Sam, shut the shutter," Mother Hyde
Called, her cap-strings all a-flutter.
"I've shut the shutter," Sam replied;
And I can't shut it any shutter."
--J. T. Greenleaf, Oh, What Nonsense! (William Cole),
N. Y., N. Y., The Viking Press, Inc., 1966.

Harriet Hutch,
Her conduct was such,
Her uncle remarked it would
conquer the Dutch:
She boiled her new bonnet,
And breakfasted on it,
And rode to the moon on her
grandmother's crutch.
--Laura E. Richards

Other poems highly recommended:

1) "Touch Your Nose," Rhymes for Fingers and Flannelboards, (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., McGraw-Hill, Inc., 1960.
2) "A Farmer Went Trotting," Old Folk Rhyme, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N. Y., Row, Peterson & Co., 1949.
3) "What Does the Bee Do?" Christina Rossetti, Sing-Song, (Christina G. Rossetti), N. Y., N. Y., The Macmillan Co.
4) "Who Likes the Rain?" Clara Doty Bates, Time for Poetry, Glenview, Ill., Scott, Foresman & Co., 1952.
5) "Fuzzy Wuzzy Creepy Crawly," Lillian Schulz Vanada, and
6) "So Many Monkeys," Marion Edey and Dorothy Grider, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Allyn and Bacon, Inc., 1963.
7) "Yum, yum, yum!" Louise Binder Scott, and
8) "Funny Old Pig," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.
9) "Policeman, policeman, don't catch me!" Carl Withers, and
10) "A peanut sat on the railroad track!" Carl Withers, A Rocket in My Pocket, Rhymes and Chants of Young Americans, (Carl Withers), N. Y., N. Y., Henry Holt and Co., 1948.
11) "Shopping," Ilo Orleans, V Is For Verse, (Odille Ousley), Boston, Mass., Ginn and Co., 1964.

PHONOLOGY LESSON TARGET: /u/

List (1) Minimal Pairs

/u/	/uw/
pull	pool
full	fool
could	cooed
should	shooed
stood	stewed

List (2) - Other Words

Medial

bull
full
pull
wool

book
cook
crook
hook
look
shook
took

could
good
should
wood/would

hoof
roof
woof

broom
room

foot
put

bully
pulley

bulldog
cushion
woolen
woodchuck
football
crooked
woodpecker
Woolworth's

PART I: 1st Presentation

Step I: Introduction of Target Sound /u/
Teacher can say:
Can you find the sound that we're looking for today?
It's found in only certain words and not in any other.
It's found in "pull" but not in "pool."
"full" "fool."
"could" "cooed."
"should" "shooed."
"stood" "stewed."
(Remember to use the falling intonation on each word of the pair.)

Step II: Recognition and Discrimination

A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "different," etc.) whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

e.g.:

Teacher:			Children:
pull	-	pull	"same" sign
pool	-	pool	"same" sign
full	-	fool	"diff." sign
full	-	full	"same" sign

(Note: Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. Thereafter, intersperse repetition of contrasting word with target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a long strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and only "stop" the word (car) with the target sound.

e.g.: Teacher can say:

"pool-pull." These two words sound different, don't they? Listen again: "pool-pull." When you hear the word "pool," hold up the green light and let it go. But when you hear the word "pull," hold up the red light. Listen again: "pool-pull." "Pull" is the word you have to stop.

Teacher:	Children:
"pool"	green light
"pool"	"
"pull"	red

After about three successful responses by the majority of the class, model and have the children repeat, "The sound we're looking for is in _____ but not in _____ ." Follow above example for the rest of the minimal pairs in Step I. (For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

PART II:

Step I: Production of Isolated Words

Model minimal pairs; have children repeat.

Step II:

Teacher can say:

I'm going to say a sentence. I'll ask you a question about that sentence and you'll give the answer. Then, you'll repeat the sentence that I give you.

Example:

Teacher:	Children:
The boys want to hook the fish.	
What do the boys want to do?	Hook the fish.
Now repeat this sentence after me:	
The boys want to hook the fish.	(repeat)
Listen to the next sentence:	
The girls want to cook the fish.	
What do the girls want to do?	Cook the fish.
Now repeat this sentence after me:	
The girls want to cook the fish.	(repeat)

Sentences to be used:

1. The boys pull the wagon.	
What do the boys do?	Pull the wagon.
The boys pull the wagon.	(repeat)
The girls push the wagon.	
What do the girls do?	Push the wagon.
The girls push the wagon.	(repeat)

2. The boys took the cushion.	
What did the boys do?	Took the cushion.
The boys took the cushion.	(repeat)
The girls took the pushcart.	
What did the girls do?	Took the pushcart.
The girls took the pushcart.	(repeat)
3. The boys look at the hook.	
What do the boys do?	Look at the hook.
The boys look at the hook.	(repeat)
The girls look at the book.	
What do the girls do?	Look at the book.
The girls look at the book.	(repeat)
4. The girls took the crooked bulldog.	
What did the girls do?	Took the crooked bulldog.
The girls took the crooked bulldog.	(repeat)
The boys took the crooked bullfrog.	
What did the boys do?	Took the crooked bullfrog.
The boys took the crooked bullfrog.	(repeat)

Step III: Chain Responses

One child makes a statement and asks another a question and that child in turn does the same; this continues until a number of children have participated.

1. I like to look at _____ . What do you like to look at?
2. I like books about _____ . What books do you like?
3. My mother (etc.) likes to cook _____ . What does your mother (etc.) like to cook?

PART III:

After initial introduction by the teacher, the children should participate in the short dialogues.

1. A: Who took my book?
cushion?
football?
broom?
B: I'm not a crook. Look in the bushes.
A: Who put it there?
B: You put it there.

2. A: Let's play football.
B: Let's go fishing and hook some fishes.
A: We should play football.
B: We should hook some fishes.
A: We could play football today.
B: And we could hook some fishes tomorrow.
A & B: Good idea! (Shaking hands in agreement.)

3. A: There's a witch on the broomstick!
B: Where? Let me look too.
A: Quit pushing me. She's on the roof.
B: What's she doing on the roof?
A: She just shook the broom and caught a crook.
B: A witch on a broomstick caught a crook. She must be a good witch.

PART IV: Poetry and Rhyming

Step I: Introduce and practice a poem.

Step II:

A. Practice rhyming words from list (2) by modeling and having the children repeat.

B. Say two or three rhyming words from the list practiced and have the children add words that rhyme. If the children have too much difficulty, proceed to the next step.

e.g.:	look - shook - crook	(hook, book, etc.)
	would - should - could	(good, stood, etc.)
	bull - full - wool	(pull)

After each child adds a word, say those words again, adding the word the child has contributed and have others pass judgment if all those words rhyme. If those words do rhyme, have the class repeat them after they hear them modeled.

C. Pronounce four words, one of which does not rhyme. Have the children listen to the words two or three times. When the words are repeated again, have the children indicate which word does not rhyme.

This can be done by one of the following methods:

1) Raising hands upon hearing the non-rhyming word.
2) After hearing the words, indicate by holding up the number of fingers indicating the number of the non-rhyming word. This would be made easier if, as each word is pronounced, one finger is held up for the first word, etc.
3) Four children are seated in the front of the room and the

teacher points to or taps each child as she pronounces each word. Someone from the audience points to the child who has the non-rhyming word and he stands up if he agrees. The rest of the class passes judgment. (This activity may be more time-consuming than the others.)

Example of words: (underlined words are non-rhyming)

cook - took - duck - book
hoof - woof - roof - goof
good - should - could - food
pull - cool - full - bull
stood - mood - would - could

D. Practice the same poem again or another poem.

POEMS

Baa, Baa, Black Sheep

Baa, baa, black sheep,
Have you any wool?
Yes, sir; yes, sir,
Three bags full.
--Mother Goose

Ding, Dong, Bell

Ding, dong, bell
Pussy's in the well
Who put her in?
Little Tommy Green.
Who pulled her out?
Little Tommy Trout.
--Mother Goose

There Was a Crooked Man

There was a crooked man,
And he walked a crooked mile,
He found a crooked sixpence
Against a crooked stile.
He bought a crooked cat,
Which caught a crooked mouse,
And they all lived together
In a little crooked house.
--Mother Goose

Other poems highly recommended:

1) "The House," Let's Do Fingerplays, (Marion Grayson), Washington, Robert B. Luce, Inc., 1962.
2) "I made you look, I made you look," and
3) "Fishy, fishy in the brook," A Rocket in My Pocket, The Rhymes and Chants of Young Americans, (Carl Withers), N.Y., N.Y., Holt, Rinehart & Winston, 1948.
4) "There were three little birds in a wood," The Golden Treasury of Poetry, (Louis Untermeyer), N.Y., N.Y., Golden Press, 1959.
5) "Inside the Zoo," Eve Merriam, Catch a Little Rhyme, 1st ed., (Eve Merriam), N.Y., N.Y., Atheneum Publishers, 1967.
6) "How much wood would a wood-chuck chuck," The American Mother Goose, (Ray Wood), Phil., Pa., J.B. Lippincott, 1940.
7) "In the Looking Glass," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J.J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966.

PHONOLOGY LESSON TARGET: /θ/

List (1) Minimal Pairs

/θ/	/t/
thin	tin
thick	tick
thank	tank
threw/ through	true
thorn	torn
thought	taught
thigh	tie
three	tree
both	boat
bath	bat
booth	boot
fourth	fort
math	mat
path	pat
broth	brought

List (2) - Other Words

Initial	Final	Medial
thatch	health	healthy
third	wealth	wealthy
thief	north	nothing
thousand	south	everything
threat	birth	something
threaten	earth	bathtub
thrill	month	bathroom
thunder	truth	birthday
thing	fifth,	earthquake
thirty	(other nos.)	toothbrush
throne	tooth	toothpaste
theater	teeth	arithmetic
throat	wreath	mathematics
thumb	cloth	toothless
thread	washcloth, etc.	
thigh	moth	
thermometer	mouth	
thief	length	
think	strength	
thirsty	width	
Thursday	breath	
Thanksgiving		

NOTES:
In modeling words with this target, first let the children watch the way you pronounce the sound; then, let them concentrate purely on listening for the sound. If listening conditions are good, it is advisable that you go to the back of the room to model or have the children close their eyes as you model.

PART I:

Step I: Introduction of Target Sound /θ/
Teacher can say:
Can you find the sound we're looking for today?
Sometimes it's at the beginning of a word:
It's in "thin" but not in "tin."
"thick" "tick."
"thank" "tank."
"threw" "true."

It's in	"thorn"	but not in	"torn."
	"thought"		"taught."

Sometimes it's at the end of a word:

It's in	"both"	but not in	"boat."
	"bath"		"bat."
	"booth"		"boot."
	"fourth"		"fort."
	"math"		"mat."
	"path"		"pat."

And sometimes it's in the middle of words like "healthy" and "nothing" and "something."

(Use the falling intonation on each word of the pair.)

Step II: Recognition and Discrimination

A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "different," etc.) whether the pair is the same word repeated twice or a contrasting pair.*

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

Teacher:			Children:
tank	-	tank	"same" sign
thank	-	thank	"same" sign
three	-	tree	"diff." sign

(Note: Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

---

* Order of presentation and concentration: Use words with target in initial position first; then, in final position; finally, words with target in both positions.

B. Identifying word with target sound and production:
Concentrate on one minimal pair at a time. (* See footnote on preceding page.) Repeat the contrasting word a number of times before saying word with the target sound. Thereafter, intersperse repetition of contrasting word with target sound. The children are to signal when they hear the word with the target sound.
This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and only "stop" the word (car) with the target sound.
e.g.: Teacher can say:
"tank-thank." These two words sound different, don't they? Listen again: "tank-thank." When you hear the word "tank," hold up the green light and let it go. But when you hear the word "thank," hold up the red light. Listen again: "tank-thank." "Thank" is the word you have to stop.

Teacher:	Children:
"tank"	green light
"tank"	"
"thank"	red
"tank"	green

After about three successful responses by the majority of the class, model and have the children repeat, "The sound we're looking for is in _____ but not in _____ ." Follow above example for the rest of the minimal pairs in Step I.
(For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

PART II:

Say the two sentences for the children and have them just listen the first time. Then ask the questions pertaining to them and have the children answer in a phrase (or a sentence, if you prefer). Finally, model the sentences again and have the children repeat each one after you. (It might be helpful to use puppets or drawings on the board of Joe and Moe.)

	Teacher:	Children:
1.	Joe is a healthy boy.	
	Moe is a wealthy boy.	
	What kind of boy is Joe?	A healthy boy.
	What kind of boy is Moe?	A wealthy boy.

2.	Joe is in the third grade.	
	Moe is in the fourth grade.	
	What grade is Joe in?	The third grade.
	What grade is Moe in?	The fourth grade.
3.	Joe lives in the north.	
	Moe lives in the south.	
	Where does Joe live?	In the north.
	Where does Moe live?	In the south.
4.	Joe says, "Thank you."	
	Moe says, "No, thank you."	
	What does Joe say?	Thank you.
	What does Moe say?	No, thank you.
5.	Joe found thirty dollars.	
	Moe found a thousand dollars.	
	What did Joe find?	Thirty dollars.
	What did Moe find?	A thousand dollars.
6.	Joe grabbed the red cloth.	
	Moe grabbed the red moth.	
	What did Joe grab?	The red cloth.
	What did Moe grab?	The red moth.
7.	Joe has a sore thumb.	
	Moe has a sore throat.	
	What does Joe have?	A sore thumb.
	What does Moe have?	A sore throat.
8.	Joe sat on a thorn.	
	Moe sat on a thumbtack.	
	What did Joe sit on?	A thorn.
	What did Moe sit on?	A thumbtack.
9.	Joe swallowed a tooth.	
	Moe swallowed a thermometer.	
	What did Joe swallow?	A tooth.
	What did Moe swallow?	A thermometer.

Games:

Children can play "Thimble, Thimble, Who Has the Thimble?" and/or "Simon Says Thumbs Up."

POEMS

Three Blind Mice
Three Blind Mice! Three Blind Mice!
See how they run! See how they run!
They all ran after the farmer's wife,
She cut off their tails with a carving knife.
Did you ever see such a sight in your life
As three blind mice?
--Mother Goose

The Birthday Child
Everything's been different
All the day long,
Lovely things have happened,
Nothing has gone wrong.

Nobody has scolded me,
Everyone has smiled.
Isn't it delicious
To be a birthday child?
--Rose Fyleman

Other poems and stories highly recommended:

1) "Thick," Louise Binder Scott, and
2) "Your Thumb," Louise Binder Scott, and
3) "Autumn Walk," Louise Binder Scott, and
4) "Thumper," a story by Louise Binder Scott and J. J. Thompson, and
5) "The Lost Thimble," a story by Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966.
6) "Whistle," author unknown, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N.Y., Row, Peterson & Co., 1949.

PHONOLOGY LESSON TARGET: /ð/

List (1) Minimal Pairs

/ð/	/d/
there/ their	dare
these	d's
those	doze
then	den
they	day
than	Dan
though	dough
breathe	breed
wreathe	read
lather	ladder
breathing	breeding

List (2) - Other Words

Initial	Final	Medial
the	with	another
that	soothe	other
this	bathe	either
them	smooth	neither
	clothe	bother
	teethe	gather
		weather
		southern
		northern
		together
		rhythm
		rather
		mother
		father
		brother
		clothing
		feather
		tetherball
		leather
		wither
		slither
		bathing suit

NOTES:
In modeling words with this target, first let the children watch the way you produce the sound; then, let them concentrate purely on listening for the sound. If listening conditions are good, it is advisable that you go to the back of the room to model or have the children close their eyes as you model.

PART I:

Step I: Introduction of Target Sound /ð/
Teacher can say:
Can you find the sound that we're looking for today?
It's found in only certain words and not in any other.
Sometimes it's at the beginning of a word:
It's in "there" but not in "dare."
"those" "doze."
"then" "den."
"they" "day."

It's in	"than"	but not in	"Dan."
	"though"		"dough."

Sometimes it's at the end of a word:

It's in	"wreathe"	but not in	"read."
	"breathe"		"breed."

Sometimes it's in the middle of a word:

It's in	"lather"	but not in	"ladder."
	"breathing"		"breeding."

(Use the falling intonation on each word of the pair.)

Step II: Recognition and Discrimination

A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "diff." etc.) whether the pair is the same word repeated twice or a contrasting pair.*

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

Teacher:			Children:
there	-	there	"same" sign
dare	-	dare	"same" sign
doze	-	those	"diff." sign
than	-	than	"same" sign

(Note: Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

B. Identifying word with target sound and production:

Concentrate on one minimal pair at a time.* Repeat the contrasting word a number of times before saying the word with

---

* Order of presentation and concentration: Use words with target in initial position first; then, in final position; then, in medial position; finally, words in all different position.

the target sound. Thereafter, intersperse repetition of contrasting word with target sound. The children are to signal when they hear the word with the target sound.
This can be presented as a flash card "stop and go" game. The children can be policemen or traffic lights signaling with a strip of paper colored red on one and green on the other end. They are to let all words (cars) with contrasting sound "go" and "stop" only the word (car) with the target sound.
e.g.: Teacher can say:

"dare-there." These two words sound different, don't they? Listen again: "dare-there." When you hear the word "dare," hold up the green light and let it go. But when you hear the word "there," hold up the red light. Listen again: "dare-there." "There" is the word you have to stop.

Teacher:	Children:
"dare"	green light
"dare"	"
"there"	red

After about three successful responses by the majority of the class, model and have the children repeat, "The sound we're looking for is in _____ but not in _____ ." Follow above example for the rest of the minimal pairs in Step I.
(For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

PART II: Production

Step I: Use of Determiners with Target Sound

A. Point to some object or person in the room and, using the noun determiners below, model the phrase and have the children repeat after you.

Determiners:	Possible Items:
this/that	pencil
another	boy
*the	girl
the other	

(* Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by the initial sound of the following word, group the items chosen into words that begin with consonants (/ðə/ paper, etc.), and those that begin with vowels (/ði/ apple). Once it is evident that the children have no difficulty, mix the items together.)

B. Use the determiners and the same or other items, persons, etc., in question-answer exercises; e.g., "Where's the ruler?" "There's the ruler," etc.

Step II:

Model and have the children repeat; then have groups or individual children, cued by your modeling, speak to each other.

A:		B:	
Let's go with your	father.	Let's go without my	father.
	friend.		friend.
	brother.		brother.
	mother.		mother.
	(etc.)		(etc.)

PART III:

Step I:

Go over entire paragraph once. Then model each sentence and have children repeat. Children can take the roles.

Lonesome asked his mother, "Mother, let's play together."
His mother said, "Let's play another day. I've got other things to do."
Lonesome asked his father, "Father, let's play together."
His father said, "Let's play another day. I've got other things to do."
Lonesome asked his brother, "Brother, let's play together."
His brother said, "Don't bother me. I've got other things to do."
Then his friend came to say, "There, there, don't cry. We can play together."

Step II:

Production of words with /ð/ in sentences that change in stress: Model each sentence and in modeling the sentence that children are to repeat, stress the underlined word and have children do the same. Work with as many groups of sentences as time and interest allow.

Teacher:	Children:
1. Just listen to this sentence:	
Mother is sweeping.	
Who's sweeping?	Mother.
Repeat this sentence:	
Mother is sweeping.	(repeat)
Just listen to this sentence:	
Father is painting.	

Who's painting?	Father.
Repeat this sentence:	
Father is painting.	(repeat)
Just listen to this sentence:	
Brother is sleeping.	
Who's sleeping?	Brother.
Repeat this sentence:	
Brother is sleeping.	(repeat)
2. Just listen to this sentence:	
The cowboy has a leather belt.	
What does the cowboy have?	A leather belt.
Repeat this sentence after me:	
The cowboy has a leather belt.	(repeat)
Listen to this sentence:	
The Indian has a feather belt.	
What does the Indian have?	A feather belt.
Repeat this sentence after me:	
The Indian has a feather belt.	(repeat)
3. Just listen to this sentence:	
Flowers wither.	
What happens to flowers?	(They) wither.
Repeat this sentence:	
Flowers wither.	(repeat)
Listen to this sentence:	
Snakes slither.	
What do snakes do?	(They) slither.
Repeat this sentence:	
Snakes slither.	(repeat)

POEMS

Little Bo-Peep

Little Bo-Peep has lost her sheep,
And can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them.
--Mother Goose

Five Toes

This little pig went to market;
This little pig stayed home;
This little pig had roast beef;
This little pig had none;
This little pig cried, "Wee, wee, wee!"
All the way home.
--Mother Goose

Song to Five Toes

1. Let us go to the wood, said this pig;
2. What to do there? says that pig;
3. To look for my mother, says this pig;
4. What to do with her? says that pig;
5. Kiss her, kiss her, says this pig.

--author unknown

Finger Play

Up in the tree (Place one forearm on the other with hands outstretched)
Is a little bird's nest. (Cup hands)
Within it two eggs (Place thumb in cupped hands)
Underneath birdie's breast.
Crack-cracking the eggs (Make clicking sound with fingernails)
Both the birdlings come out.
They soon grow quite big, hop-hop-hopping about.
The mother bird says: "Look, I'll teach you to fly!"
So spreading their wings (Stretch two hands with thumbs joined)
They're off -- singing good-bye.
--Frances E. Jacobs

Sh!

Students:
"Sh!" says mother,
"Sh!" says father,
"Running in the hall
Is a very great bother."

Teacher:
"Mrs. Grumpy Grundy,
Who lives down below,
Will come right up
First thing you know."

Students:
"Sh!" says father,
"Sh!" says mother.
"Can't you play a quiet game
Of some kind or other?"
--James S. Tippett

Other poems highly recommended:

1) "Little Talk," Aileen Fisher, Favorite Poems Old and New, (Helen Ferris), N.Y., N.Y., Doubleday & Co., Inc., c. 1957 by Helen Ferris Tibbets.
2) "Indian Feathers," J.J. Thompson, Talking Time, 2d ed., (Louise Binder Scott and J.J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966.
3) "The Package," Aileen Fisher, and
4) "Mice," Rose Fyleman, and
5) "My Brother," Dorothy Aldis, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.

PHONOLOGY LESSON TARGET: /-t, -d/ Past tense finals

VOICELESS CONSONANTS + /-t/ (3 consonant clusters underlined)

/-pt/	/-kt/	/-st/	/-št/	/-čt/	/-ft/
clapped	hiked	guessed	crashed	scratched	coughed
chopped	kicked	dressed	smashed	matched	laughed
dripped	knocked	erased	finished	patched	sniffed
dropped	picked	noticed	splashed	reached	loafed
flopped	licked	passed	washed	watched	surfed
skipped	locked	kissed	wished	itched	
scraped	squeeked	tossed	fished	bewitched	
helped	barked	missed		perched	
stamped	parked	practiced		pitched	
camped	winked	danced		searched	
galloped	blinked	bossed		marched	
stopped	worked	boxed			
wiped	asked	fixed			
roped		mixed			
shopped					

VOICED CONSONANTS + /-d/

/-bd/	/-gd/	/-zd/	/-rd/	/-vd/	/-nd/
grabbed	dragged	closed	cheered	lived	chained
nabbed	begged	excused	poured	moved	cleaned
webbed	bragged	praised	scared	saved	explained
jabbed	wagged	raised	remembered	shaved	grinned
robbed	clogged	refused	peered	received	groaned
sobbed		sneezed	speared	waved	joined
stabbed		teased	steered	believed	lined
disturbed		squeezed	dared	behaved	listened
			shared	dived	ironed
			stared	proved	rained
			purred	served	owned
			stirred	revolved	signed
			cured	served	opened
			snored	starved	burned
			smeared		warned
					turned
					learned

VOICED CONSONANTS + /-d/ (con.)

/-ld/
filled
fooled
mailed
peeled
spoiled
smelled
smiled
curled

/-md/
blamed
named
slammed
climbed
combed
dreamed
screamed
farmed

/-jd/
sponged
changed
charged

NOTES:

1. Practice structure lesson dialogue before introducing this lesson.
2. In the production (pronunciation) exercises whenever possible the past tense verbs are immediately followed by words beginning with vowel sounds to facilitate the pronunciation of the consonant cluster. Do not pause between the past tense verb and the word immediately following. Use phonetic syllabication in normal rapid rate.
3. In the pronunciation of words such as "asked," rather than demanding clear articulation of each of the three consonants in the cluster (which does not often occur in normal rapid colloquial speech), notice whether the children reverse the order of the consonants.

PART I:

Step I:

A. Introduction of Target Sound: /-t/

Listen for the sound we're adding to each word:

When we add it to "race," we get "raced."
"wash," "washed."
"scratch," "scratched."
"cough," "coughed."
"slap," "slapped."
"rip," "ripped."
"mop," "mopped."
"pack," "packed."
"kick," "kicked."
"peek," "peeked."

(Use falling intonation on both words.)

B. Production of /-t/

Use the words in Step I in random order, asking, "What do we get when we add the sound to _____ ?" and have the children say the word with the added sound. If there is difficulty, determine which word final sound preceding the target seems most difficult and focus on words ending in that consonant. (Use words from list provided.)

e.g.: "What do we get when we add the sound to "pack?"
...."packed"

Step II:

A. Introduction of Target Sound: /-d/

Listen to the sound we're adding to each word:

When we add it to	"sneeze,"	we get	"sneezed."
	"change,"		"changed."
	"live,"		"lived."
	"clean,"		"cleaned."
	"smell,"		"smelled."
	"climb,"		"climbed."
	"grab,"		"grabbed."
	"nab,"		"nabbed."
	"jab,"		"jabbed."
	"drag,"		"dragged."
	"beg,"		"begged."
	"brag,"		"bragged."

(Use falling intonation on both words.)

B. Production of /-d/

Use the words in Step II in random order, asking, "What do we get when we add the sound to _____ ?" and have the children say the word with the added sound. Determine difficulty and focus on those words.

PART II:

Step I:

Review Part I, Steps IB and IIB, limiting the number of words to those that caused difficulty in previous presentation.

Should the children need practice in recognition and discrimination, present the following exercise:

Same-Addition Exercise:

Say two words. Say the base form of the verb and the same word again or the past tense form of the same verb. The children are to signal when the second word is the word with the added sound (by nodding, etc.).

Use the following pairs or any other that the children need to focus on:

skip-skipped
*rob-robbed
knock-knocked
*beg-begged
kiss-kissed
*sneeze-sneezed
cough-coughed
*live-lived

watch-watched
*charge-charged
wish-wished
*cheer-cheered
*smell-smelled
*join-joined
*blame-blamed

(* Voiced consonant cluster finals.)

Step II: Production (Generalizing use of /-t/ with words ending in voiceless consonants and of /-d/ with words ending in voiced consonants.)

Teacher can say:

I'm going to say a word and I want you to say that word with the added sound that goes with it. For example, if I say "pick," what would you say? ("picked" with /-t/). If I say "slug," what would you say? ("slugged" with /-d/). Then I'm going to use my word without the added sound in a sentence. You will say the same sentence but you'll use the word with the added sound. For example, if I say, "I pick it up," you'll say, "I picked it up." If I say, "They slug us," you'll say, "They slugged us."

Sentences:

(Pronounce the final consonant of the verb as the initial consonant of the following word since it begins with a vowel. This helps the students say the words as a unit and leads to natural rhythm.)

1. They talk about it.
*2. They beg us.
3. They camp at the beach.
*4. They rob us.
5. They dance in the park.
*6. They raise a pig.
7. They laugh at us.
*8. They save us.
9. They pinch it.
*10. They change it.
11. They wash it.
*12. They scare us.
*13. They curl it.
*14. They learn it.
*15. They climb up.

(* Voiced consonant cluster finals.)

PART III: Narratives using /-t/ and /-d/ words:

Narratives A and B can be presented separately if necessary. Narrative A has primarily 2 voiceless final verbs and Narrative B, primarily 2 voiced final verbs. If the children had indicated in previous exercises that they had less difficulty with the voiceless finals, you may omit A and concentrate on B.

Read the narrative through first and have the children just listen. Then call on a child to perform the action as you say one sentence at a time; then, have the rest of the class repeat the sentence after they see the action performed.

e.g.: Teacher: Keiki hooked many fishes and dropped them in a bucket.
Child: (performs action)
Rest of children: (repeat the sentence)

(This is done to enable the children to more readily recall the same verbs when asked to describe the action.)

As a way of tying all the elements together, go over the whole narrative line by line for the children. Then ask the children to tell the story in sequence, trying to use the verbs used in the narrative. The questions that follow the narrative may be asked to elicit the past tense forms used in the narrative.

A: I'm going to tell you about Keiki who went to the beach one day. Listen carefully to what happened to him.

Keiki hooked a lot of fishes. He dropped all of them in a bucket. To keep them fresh, he packed ice around the fishes. Then he galloped home because he wanted to surprise his mother. He peeked into the house and marched into the kitchen. He raised his bucket. He noticed it was filled with water. His mother walked into the kitchen.

Keiki sobbed, "Mommy, my fishes are all melted."

His mother laughed and mopped up the floor.

That night she cooked and served him a lovely fish dinner.

Possible questions:

1. What did Keiki do when he went to the beach?
2. What did he do with the fishes? How did he keep them fresh?
3. What did he do after that?
4. What did he do when he got home?
5. What did Keiki's mother do? What did Keiki do?
6. What did his mother do after she listened to Keiki?
7. What did she do that night?

B: I'm going to tell you what a naughty boy named Bud did when he saw a mud puddle. Listen carefully to all the things he did and how he was punished.

Bud dived into the puddle. He smeared the mud all over himself. He bragged about how scary he looked. He bragged to his friends. His mother yelled at him. She chased him around and around. Finally she reached him and grabbed him by his shirt. She dragged him over to the garden hose.

He screamed and begged. He begged and screamed.

But she scraped off the mud and washed him. After he changed all of his clothes, she picked him up and spanked him. And her naughty wet boy sobbed all the way home.

Possible questions:

1. What did Bud do when he saw the puddle?
2. What did he do with the mud?
3. What happened after he did that?
4. What did his mother do when she first saw him?
   Then, what did she do?
5. What did he do?
6. How did she clean him?
7. What did he do after he was cleaned up?
8. What did he do after his mother washed him?

PART IV: /-t/ and /-d/ to be generalized in sentences:

Teacher can say:

We're going to talk about Moe and Joe. I'm going to say what they do; you'll tell me what they did. I'm going to give you a sentence and you'll say the same sentence except that you'll use the word with the added sound to tell me what they did. For example, if I say, "Moe and Joe pick up sticks," you'll say, "Moe and Joe picked up sticks." If I say, "They bang on the door," you'll say, "They banged on the door."

Teacher:	Children:
Moe and Joe live in the forest.	Moe and Joe lived in the forest.
They work hard all day.	They worked hard all day.
They chop down the trees.	They chopped down the trees.
They climb up the mountain and search for food.	They climbed up the mountain and searched for food.
Two pigs raise their heads.	Two pigs raised their heads.
They peer at Moe and Joe.	They peered at Moe and Joe.
The pigs crash into the bushes.	The pigs crashed into the bushes.
They squeal and scream.	They squealed and screamed.
Moe and Joe race after them and kill them.	Moe and Joe raced after them and killed them.
They clean the pigs and drag them home.	They cleaned the pigs and dragged them home.
They squeeze into the house.	They squeezed into the house.
They burn the wood and cook a pig.	They burned the wood and cooked a pig.
They save the other for another day.	They saved the other for another day.

POEMS

Sunning
Old Dog lay in the summer sun
Much too lazy to rise and run.
He flapped an ear
At a buzzing fly.
He winked a half opened
Sleepy eye.
He scratched himself
On an itching spot,
As he dozed on the porch
Where the sun was hot.
He whimpered a bit
From force of habit
While he lazily dreamed
Of chasing a rabbit.
But Old Dog happily lay in the sun
Much too lazy to rise and run.
--James S. Tippett

Other poems highly recommended:

1) "Grumpety Groans," Louise Binder Scott, and
2) "I saw a fly upon the wall," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.
3) "The Funny Fly," Mabel Watts, V Is For Verses, (Odille Ousley), Boston, Mass., Ginn & Co., 1964.
4) "The Little Turtle," Vachel Lindsay, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.
5) "Moral Song," John Farrar, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N.Y., Row, Peterson & Co., 1949.
6) "Over in the Meadow," words by Oliver A. Wadsworth, Music in Our Town, Teachers' Book Two, (James L. Mursell, Gladys Tipton, Beatrice Landeck, Harriet Nordholm, Roy E. Freeburg, Jack M. Watson), Morristown, New Jersen, Silver Burdett Co., 1962.

PHONOLOGY LESSON TARGET: /-s, -z/ noun plural finals

VOICELESS CONSONANTS + /-s/ (3 consonant clusters underlined)

/-ps/

naps
maps
scraps
straps
clips
lips
ships
cops
tops
mops
coops
hoops
loops
grapes
lamps
stamps

/-ts/

bats
brats
cats
hats
rats
nets
pets
sheets
streets
goats
gates
lights
baskets
seats
carrots
markets

termites
cents
ants
plants
hearts
belts
elephants
shirts
gifts
ghosts
fists
wrists
guests
waists
tests
tourists

/-ks/

chicks
sticks
necks
cracks
jacks
tracks
blocks
clocks
rocks
weeks
bikes
banks

parks
sharks
masks
desks
sinks
forks

/-fs/

reefs
chiefs
handkerchiefs
giraffes

VOICED CONSONANTS + /-z/ (3 consonant clusters underlined)

/-bz/

cribs
webs
crabs
cabs
jobs
knobs
cubes (ice)
curbs

/-dz/

squids
kids
lids
beds
heads
seeds
weeds
toads
roads
braids
grades
slides
centipedes
hands
birds
words
cards
guards
yards
lizards

/-gz/

figs
pigs
twigs
eggs
legs
bags
flags
rags
dogs
frogs
logs

/-vz/

graves
sleeves
hives
stoves
olives
waves
curves

/-mz/

limbs
names
lambs
dreams
combs
bombs
worms
arms
farms
storms
germs

/-lz/

hills
pills
bells
dolls
balls
pools
rules
animals
nails
snails
bottles
curls
girls

VOICED CONSONANTS + /-z/ (con.)

/-nz/

fins
pins
hens
pens
cans
fans
pans
crowns
gowns
towns
cranes
lanes
stains
trains
barns

/-rz/

ears
years
chairs
bears
fairs
pairs
prayers
stairs
jars
stars
cars
stars
cars
doors
floors
stores
spiders
teachers
helpers
monitors
dancers
slippers

/-ŋz/

kings
rings
strings
songs

NOTES:

1. Practice structure lesson dialogue before introducing this lesson.
2. In the production (pronunciation) exercises whenever possible the noun plurals are immediately followed by words beginning with vowel sounds to facilitate the pronunciation of the consonant cluster. Do not pause between the noun plural and the word immediately following. Use phonetic syllabication in normal rapid rate.
3. In the pronunciation of words such as "masks," or "lists," rather than demanding clear articulation of each of the three consonants in the cluster (which does not often occur in normal rapid colloquial speech), notice whether the children reverse the order of the consonants.

PART I:

Step I:

A. Introduction of Target Sound /-s/ with voiceless consonants.

Teacher can say:

Listen for the sound we're adding to each word:
When we add it to "ship," we get "ships."
"cat," "cats."
"chick," "chicks."
"chief," "chiefs."
"lamp," "lamps."*
"gift," "gifts."*
"ghost," "ghosts."*
"shark," "sharks."*
"mask," "masks."*

(Use the falling intonation on both words.)
(* 3 consonant clusters)

B. Production:

Use the words in Step I in random fashion and ask the children to give the word with the added sound. If certain words, especially the three consonant clusters, cause difficulty, review Step I using those words that cause difficulty and others from the list on the previous page.

e. g. : Teacher can say:
"What do we get when we add it to "ship?"
Child: "Ships."

Step II:

A. Introduction of Target Sound /-z/ with voiced consonants.

Teacher can say:
Listen for the sound we're adding to each word:
When we add it to "crab," we get "crabs."
"squid," "squids."
"pig," "pigs."
"stove," "stoves."
"lamb," "lambs."
"doll," "dolls."
"bear," "bears."
"king," "kings."
"fan," "fans."
"bird," "birds."*
"worm," "worms."*
"barn," "barns."*
"farm," "farms."*

(Use the falling intonation on both words.)
(* 3 consonant clusters)

B. Production:

Use the words in Step I in random fashion and ask the children to give the word with the added sound. If certain words, especially the three consonant clusters, cause difficulty, review Step I using those words that cause difficulty and others from the list on the previous page.

e. g. : "What do we get when we add it to "crab?"
Child: "Crabs."

PART II:

The following activities are initially conducted on the teacher-pupil (or pupils) basis; then, on the pupil-pupil basis, with Child A being cued by the phrases. (See Note #2.)

1. In this exercise, one person - an older brother, etc. - tells a child to do something and the child gives an excuse for not doing it. Create an appropriate setting.

A:	B:
Get the sheets on the bed.	I can't get the sheets on the bed. I'm busy.
Get the jacks in the box.	I can't get the jacks in the box. I'm busy.
Get the handkerchiefs on the table.	I can't get the handkerchiefs on the table. I'm busy.
Get the grapes in the bowl.	I can't get the grapes in the bowl. I'm busy.
Get the Halloween masks in the closet.	I can't get the Halloween masks in the closet. I'm busy.
*Get the dogs in the car.	I can't get the dogs in the car. I'm busy.
*Get the crabs in the sink.	I can't get the crabs in the sink. I'm busy.
*Get the cards on the desk.	I can't get the cards on the desk. I'm busy.
*Get the eggs in the refrigerator.	I can't get the eggs in the refrigerator. I'm busy.
*Get the olives in the kitchen.	I can't get the olives in the kitchen. I'm busy.
*Get the combs on the dresser.	I can't get the combs on the dresser. I'm busy.
*Get the crayons in the drawer.	I can't get the crayons in the drawer. I'm busy.
*Get the chairs in the garage.	I can't get the chairs in the garage. I'm busy.
*Get the slippers on the floor.	I can't get the slippers on the floor. I'm busy.

(* Contain voiced consonant final nouns.)

2. In this exercise one child tries to "fool" another. Use appropriate expressions.

A:	B:	A:
You have spots on your shirt.	I don't have spots on my shirt.	Ha! Ha! April Fool!
You have ants in your candy.	I don't have ants in my candy.	
You have rocks in your crayon box.	I don't have rocks in my crayon box.	
You have rats in your desk.	I don't have rats in my desk.	

A:	B:	A:
You have ghosts on your shoulder.	I don't have ghosts on on my shoulder.	Ha! Ha! April Fool!
*You have cobwebs in your hair.	I don't have cobwebs in my hair.	
*You have centipedes on your jacket.	I don't have centipedes on my jacket.	
*You have rotten eggs on your chair.	I don't have rotten eggs on my chair.	
*You have beehives under your desk.	I don't have beehives under my desk.	
*You have worms in your sandwich.	You have worms in your sandwich.	

(* Contains voiced consonant final noun.)

PART III:

Generalizing rules for adding the /-s/ and /-z/ to voiceless consonant finals and voiced consonant finals respectively: Each time before practicing the particular sentences, give the singular noun to be used in the sentence; children are to give the plural of that noun, add /-s/ or /-z/ appropriately. Then, model that sentence and have the children repeat it except that they will pluralize the particular noun. See Note #2 concerning these sentences.

1. The following is a situation in which one person says he sees a particular object and the other person, perhaps because he has better eyesight or stronger binoculars, says he sees more than one of the same object.

Teacher:	Children:
I see the ship in the ocean.	I see the ships in the ocean.
boat	boats
hoop	hoops
net	nets
stick	sticks
shark	sharks
handkerchief	handkerchiefs
whale	whales
turtle	turtles
dolfin	dolfins
crab	crabs
squid	squids
log	logs
can	cans
wave	waves

2. The following is a situation in which one child states what he wants and the other, a greedier child, states he wants more of that same item.

Teacher:	Children:
I want the bike in the store.	I want the bikes in the store.
jeep	jeeps
map	maps
basket	baskets
belt	belts
lollipop	lollipops
cowboy rope	cowboy ropes
diving mask	diving masks
bird	birds
dog	dogs
racing car	racing cars
camp stove	camp stoves
Easter egg	Easter eggs
toy crab	toy crabs

PART IV:

Generalizing rules for adding /-s/ and /-z/ to voiceless consonant finals and voiced consonant finals respectively:

(Note: It is more natural to use the indefinite articles; however, because the omission of these articles necessary in pluralizing the nouns would be an added burden to the children, the definite article is used instead.)

1. Skinny - Chubby:

Teacher can say:

We're going to talk about two boys, Skinny and Chubby. I'm going to tell you what Skinny ate and you'll tell me what Chubby ate. For example, if I say, "Skinny ate the apple," you'll say, "Chubby ate the apples." If I say, "Skinny ate the apple and the carrot," you'll say, "Chubby ate the apples and the carrots."

(Note that for each meal, every item is mentioned separately in each sentence and that the last sentence is a summary of the items given in a series.)

Teacher:	Children:
For breakfast Skinny ate the grapefruit.	For breakfast Chubby ate the grapefruits.
Skinny ate the pancake.	Chubby ate the pancakes.
Skinny ate the boiled egg.	Chubby ate the boiled eggs.
For breakfast Skinny ate the grapefruit, the pancake, and the boiled egg.	For breakfast Chubby ate the grapefruits, the pancakes, and the boiled eggs.

Teacher:	Children:
For lunch Skinny ate the pickle.	For lunch Chubby ate the pickles.
Skinny ate the olive.	Chubby ate the olives.
Skinny ate the hotdog.	Chubby ate the hotdogs.
Skinny ate the hamburger.	Chubby ate the hamburgers.
For lunch Skinny ate the pickle, the olive, the hotdog, and the hamburger.	For lunch Chubby ate the pickles, the olives, the hotdogs, and the hamburgers.
For dinner Skinny ate the pork chop.	For dinner Chubby ate the pork chops.
Skinny ate the salad.	Chubby ate the salads.
Skinny ate the roast pig.	Chubby ate the roast pigs.
For dinner Skinny ate the pork chop, the salad, and the roast pig.	For dinner Chubby ate the pork chops, the salads, and the roast pigs.

2. Annie - Janey

Teacher can say:

We're going to talk about two girls, Annie and Janey. Annie lived on a small farm. Janey lived on a big farm. I'm going to tell you what Annie played with on her farm and you're going to tell what Janey played with on her farm. For example, if I say, "Annie played with the chicken on her farm," you'll say, "Janey played with the chickens on her farm." If I say, "Annie played with the turkey and the chick on her farm," you'll say, "Janey played with the turkeys and the chicks on her farm."

Teacher:	Children:
Annie played with the chick on her farm.	Janey played with the chicks on her farm.
Annie played with the dog on her farm.	Janey played with the dogs on her farm.
Annie played with the goat on her farm.	Janey played with the goats on her farm.
Annie played with the toad on her farm.	Janey played with the toads on her farm.
Annie played with the owl on her farm.	Janey played with the owls on her farm.
Annie played with the lamb on her farm.	Janey played with the lambs on her farm.
Annie played with the pigeon on her farm.	Janey played with the pigeons on her farm.

POEMS

Poems highly recommended:

1) "Holding Hands," Lenore M. Ling, and
2) "Houses," Aileen Fisher, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.
3) "The old hen sat on turkey eggs," A Rocket in My Pocket, The Rhymes and Chants of Young Americans, (Carl Withers), N.Y., N.Y., Holt, Rinehart & Winston, 1948.
4) "Funny Old Scarecrow Dan," Louise Binder Scott, and
5) "Whiskers," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J.J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966.
6) "Under the Ground," Rhoda W. Macmeister, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N.Y., Row, Peterson & Co., 1949.
7) "Jump or Jiggle," Evelyn Beyer, Another Here and Now Story Book, (Lucy Sprague Mitchell), N.Y., N.Y., E.P. Dutton & Co., Inc., 1937.
8) "Shore," Mary Britton Miller, Menagerie, (Mary Britton Miller), N.Y., N.Y., The Macmillan Co., 1928.
9) "Curious Something," Winifred Wells, Skipping Along Alone, (Winifred Wells), N.Y., N.Y., The Macmillan Co., 1931.
10) "Feet," Aileen Lucia Fisher, Cricket in a Thicket, (Aileen Lucia Fisher), N.Y., N.Y., Charles Scribner's Sons, 1963.

PHONOLOGY LESSON TARGET: /-s, -z/ 3rd person singular finals

VOICELESS CONSONANTS + /-s/ (3 consonant clusters underlined)

/-ps/

drips
skips
flips
rips
whips
drops
flops
hops
mops
shops
stops
burps
chirps
limps
helps
steps
claps
naps
wraps
slaps
traps
creeps
keeps
peeps
sleeps
sweeps
wipes
grasps
stamps
tramps

/-ts/

fits
hits
quits
sits
spits
pats
chats
gets
lets
sets
wets
dots
knots
pots
spots
beats
cheats
eats
meets
writes
shoots
plants
hurts
tests
rests
nests

/-ks/

kicks
licks
picks
tricks
checks
packs
quacks
knocks
locks
rocks
socks
walks
talks
leaks
peeks
speaks
sneaks
jokes
pokes
blocks
bakes
makes
shakes
takes
works
honks
barks
spanks
drinks
asks

/-fs/

sniffs
laughs
coughs
loafs
surfs

VOICED CONSONANTS + /-z/ (3 consonant clusters underlined)

/-bz/

grabs
jabs
stabs
robs
sobs
mobs
disturbs

/-dz/

skids
spreads
adds
wades
nods
bleeds
feeds
leads
needs
reads
speeds
rides
hides
slides
bends
spends
ends
sends
finds
stands
pounds

/-gz/

begs
clogs
hogs
brags
drags
wags
digs

/-vz/

gives
leaves
dives
drives
moves
proves
lives
shaves
behaves
saves
waves
believes
serves
carves
starves
revolves

/-nz/

grins
spins
wins
leans
shines
owns
rains
opens
sharpens
burns
learns
earns
turns
warns

VOICED CONSONANTS + /-z/ (con.)

/-mz/	/-lz/	/-rz/	
swims	fills	cheers	wears
trims	drills	hears	blurs
combs	spills	peers	purrs
blooms	tells	spears	stirs
climbs	sells	steers	cures
shames	smells	dares	pours
tames	spells	scares	roars
blames	yells	shares	snores
dreams	feels	stares	waters
seems	steals		
screams	calls		
squirms	falls		
warms			

NOTES:

1. Practice structure lesson dialogue before introducing this lesson.
2. In the production (pronunciation) exercises whenever possible the 3rd person singular verbs are immediately followed by words beginning with vowel sounds to facilitate the pronunciation of the consonant cluster. Do not pause between the 3rd person singular verb and the word immediately following. Use phonetic syllabication in normal rapid rate.
3. In the pronunciation of words such as "asks," rather than demanding clear articulation of each of the three consonants in the cluster (which does not often occur in normal rapid colloquial speech), notice whether the children reverse the order of the consonants.

PART I:

Step I:

A. Introduction of Target Sound: /-s/ and /-z/

Listen for the sounds we're adding to each word:

When we add a sound to "drop," we get "drops."
"scrub," "scrubs."
"cut," "cuts."
"read," "reads."
"drink," "drinks."*
"hug," "hugs."
"laugh," "laughs."
"love," "loves."
"scare," "scares."

When we add a sound to "fall," we get "falls."
"comb," "combs."
"turn," "turns."*
(Use the falling intonation on both words.)
(* 3 consonant clusters)

B. Production:
Go over above words in random fashion and ask the children to give the word with the added sound. If the children seem to have difficulty, present the words that require voiceless /-s/ final and then present the words that require voiced /-z/ final; and finally mix the two again.
What do we get when we add a sound to "cut?" "cuts"

Step II:
If the children had difficulty with Step I, present the "Same-Addition" Exercise as in the past tense and noun plural finals lessons. If there was no difficulty, proceed with the following exercise:
Model with appropriate gestures the sentences below and have the children repeat after you. (Appropriate sentences may be chosen and others added if necessary. If you have pictures of one person carrying on a series of activities, use those with simple sentences describing the everyday activities.)

These are some of the things that Happy does every day:

He wakes up.	/-ks/
He hops out of bed.	/-ps/
He takes a shower.	/-ks/
He combs his hair.	/-mz/
He eats all his breakfast.	/-ts/
He puts on his shoes.	/-ts/
He walks to school.	/-lks/
He sits in class.	/-ts/
He writes on the blackboard.	/-ts/
He asks everybody for help.	/-sks/
He paints a picture.	/-nts/
He reads a book.	/-dz/
He runs all the way home.	/-nz/
He jumps into bed.	/-mps/
He thinks about school.	/-nks/
He rolls over in bed.	/-lz/

He drops off to sleep.	/-ps/
He dreams about fishing.	/-mz/

After going over the activities above, the teacher can expand the exercise by using pictures, line drawings on the board, objects, persons, or other visual means for the following: Hold up or point to the visuals as cues. Have the children use the following patterns:

1. He dreams about ______.
   He dreams about catching ______.
   He dreams about buying ______.
2. He thinks about ______.
   He thinks about going ______.
3. He asks about ______.

PART II:

Step I:

Any one or all three of the following narrations may be used as needed. Your choice will be determined by the selection which gives the children the best opportunity to practice those final consonant clusters that are troublesome. Use the method and instructions given in Part I, Step II.

A. Father's Activities:

These are some of the things Father does every day:

He shaves his face.	/-vz/
He digs in the garden.	/-gz/
He waters the yard.	/-rz/
He works on the car.	/-rks/
He reads the newspaper.	/-dz/

These are some of the things Father does sometimes:

He drives us to school.	/-vz/
He tells us to go to bed.	/-lz/
He scolds us.	/-ldz/
He takes us fishing.	/-ks/
He gives us candy.	/-vz/

B. Mother's Activities:

These are some of the things Mother does every day:

She cooks our food.	/-ks/
She scrubs our kitchen.	/-bz/
She sweeps and mops our house.	/-ps/
She dusts our furniture.	/-sts/
She shops at the market.	/-ps/

She talks on the telephone.	/-lks/
She drags us to bed.	/-gz/

These are some of the things Mother does sometimes:

She makes us do our homework.	/-ks/
She sends us to the store.	/-ndz/
She asks us to help her.	/-sks/
She lets us watch TV.	/-ts/
She spanks us.	/-nks/
She takes a nap.	/-ks/

C. Big Brother's Activities:

These are some of the things Big Brother does every day:

He eats a lot of food.	/-ts/
He drinks a lot of milk.	/-nks/
He feeds our dog.	/-dz/
He looks at the comics.	/-ks/
He dumps out the garbage.	/-mps/
He drags us to school.	/-gz/

These are some of the things Big Brother does sometimes:

He climbs up the tree.	/-mz/
He swims in the pool.	/-mz/
He surfs in the bay.	/-rfs/
He treats us to a movie.	/-ts/
He yells at us.	/-lz/
He speeds on his bike.	/-dz/
He snores in his sleep.	/-rz/

After practicing any one of the above, have each child say what his mother or father or brother does every day or sometimes.

Step II:

Teacher can say:

Some little boys like to copy what their older brothers do. I'm going to tell you what Harry's brothers do, and you'll tell me what Harry does. For example, if I say, "They slide," you'll say, "Harry slides." If I say, "They slide on the grass," you'll say, "Harry slides on the grass."

Teacher:	Children:
They leap.	Harry leaps.
They leap on the bike.	Harry leaps on the bike.
They ride.	Harry rides.
They ride on the handlebars.	Harry rides on the handlebars.
They dive.	Harry dives.
They dive into the pool.	Harry dives into the pool.

They brag.	Harry brags.
They brag around the neighborhood.	Harry brags around the neighborhood.
They laugh.	Harry laughs.
They laugh at the cry baby.	Harry laughs at the cry baby.

PART III: Generalizing rule for adding /-z/ and /-s/.

(Note: One or both may be presented. Act out if possible.)

A. Teacher can say:

We're going to talk about how a monkey copies what some boys do. I'll tell you what the boys do and you'll tell what the monkey does. For example, if I say, "The boys pound the wall," you'll say, "The monkey pounds the wall." If I say, "The boys jump," you'll say, "The monkey jumps." And if I say, "The boys kick," you'll say, "The monkey kicks." And when I say, "The boys kick and jump," you'll say, "The monkey kicks and jumps."

(Whenever the children have difficulty when the verb is embedded, isolate the subject and verb and have the children add the appropriate sound to the verb before presenting them with the original sentence.)

Teacher:	Children:
The boys clap.	The monkey claps.
The boys wave.	The monkey waves.
The boys clap and wave.	The monkey claps and waves.
They peel the bananas.	The monkey peels the bananas.
They pound the bananas.	The monkey pounds the bananas.
They peel and pound the bananas.	The monkey peels and pounds the bananas.
They sit down.	The monkey sits down.
They turn around.	The monkey turns around.
They sniff around.	The monkey sniffs around.
They shake the bars.	The monkey shakes the bars.

B. We're going to talk about how a/another monkey copies what some girls do. I'll tell you what the girls do and you'll tell me what the monkey does. For example, if I say, "The girls crawl on the ground," you'll say, "The monkey crawls on the ground." If I say, "The girls hum," you'll say, "The monkey hums." If I say, "The girls whistle," you'll say, "The monkey whistles." And when I say, "The girls hum and whistle," you'll say, "The monkey hums and whistles."

Teacher:	Children:
The girls laugh.	The monkey laughs.
The girls laugh aloud.	The monkey laughs aloud.
The girls giggle.	The monkey giggles.
The girls wiggle.	The monkey wiggles.
The girls giggle and wiggle.	The monkey giggles and wiggles.
The girls look up.	The monkey looks up.
The girls point.	The monkey points.
The girls look up and point.	The monkey looks up and points.
The girls bend over.	The monkey bends over.
The girls dig a hole.	The monkey digs a hole.
The girls bend over and dig a hole.	The monkey bends over and digs a hole.
The girls hug the bars.	The monkey hugs the bars.

POEMS

Taking Off

The airplane taxis down the field
And heads into the breeze
It lifts its wheels above the ground,
It skims above the trees,
It rises high and higher
Away up toward the sun,
It's just a speck against the sky
-- And now it's gone!
--author unknown

Other poems highly recommended:

1) "The Goblin," Rose Fyleman, Picture Rhymes From Foreign Lands, (Rose Fyleman), Phil., Pa., J. B. Lippincott Co., 1935.
2) "The Airplane," author unknown, V Is For Verses, (Odille Ousley), Boston, Mass., Ginn & Co., 1964.
3) "My Shadow," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.
4) "Wind," Aileen Fisher, Runny Days, Sunny Days, (Aileen Fisher), N. Y., N. Y., Abelard-Schuman, Ltd., 1958.
5) "Barber's Clippers," Dorothy Baruch, and
6) "Cat," Mary Britton Miller, and
7) "My Dog," Tom Robinson, and
8) "Song for a Child," Helen B. Davis, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.
9) "The House Cat," Annette Wynne, and
10) "The Rabbit," Edith King, and
11) "Naughty Soap Song," Dorothy Aldis, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N. Y., Row, Peterson & Co., 1949.
12) "My Kitty," Helen Bayley Davis, Music in Our Town, Teacher's Book Two, (James L. Mursell, Gladys Tipton, Beatrice Landeck, Harriet Nordholm, Roy E. Freeburg, Jack M. Watson), Morristown, New Jersey, Silver Burdett Co., 1962.

PHONOLOGY LESSON TARGET: /-s, -z/ Noun Possessive Final

VOICELESS + /-s/

(3 consonant clusters underlined)

/-ps/
sheep's
pup's
grown-up's
shrimp's

/-ts/
cat's
rat's
goat's
rabbit's
pirate's
playmate's
dentist's
tourist's
ghost's
priest's
parent's
president's
student's
elephant's
sweetheart's

/-ks/
duck's
snake's
bank's
chick's
peacock's
shark's
skunk's

/-fs/
giraffe's
sheriff's
wife's
chief's
calf's
wolf's

/-θs/
moth's

VOICED + /-z/

(3 consonant clusters underlined)

/-bz/
crab's
cub's

/-dz/
toad's
bird's
lizard's
friend's
child's
coward's

/-gz/
dog's
bulldog's
pig's
frog's
bug's
ladybug's

/-vz/
dove's
relative's

/-nz/
man's
postman's
fireman's
librarian's
magician's
queen's
hen's
kitten's
penguin's
pigeon's
cousin's

/-mz/
lamb's
ram's
team's
mom's
clam's
worm's

/-lz/
seal's
snail's
tadpole's
whale's
principal's
girl's

/-rz/
teacher's
painter's
pitcher's
soldier's
spider's
sister's
doctor's
swimmer's
lobster's

NOTES:

1. Practice structure lesson dialogue before introducing this lesson.
2. This is a very short lesson primarily because the target sounds themselves have been practiced before. However, if the children require more drill work review Part I using different names and other nouns.

3. In the production (pronunciation) exercises whenever possible the noun possessives are immediately followed by words beginning with vowel sounds to facilitate the pronunciation of the consonant cluster. Use phonetic syllabication in normal rapid rate.
4. Use children's names for practice.

PART I:

Step I: Introduction of Target: Voiceless Consonant finals + /-s/:

Listen for the sound we're adding to each word:

When we add it to	"Chip,"	we get	"Chip's."
	"Pat,"		"Pat's."
	"Dick,"		"Dick's."
	"Cliff,"		"Cliff's."
	"grown-up,"		"grown-up's."
	"student,"		"student's."
	"chief,"		"chief's."

Step II: Introduction of Target: Voiced Consonant finals + /-z/:

Listen for another sound we're adding to each word:

When we add it to	"Bob,"	"Bob's."
	"Fred,"	"Fred's."
	"Peg,"	"Peg's."
	"Dave,"	"Dave's."
	"Jane,"	"Jane's."
	"Pam,"	"Pam's."
	"Jill,"	"Jill's."
	"Ginger,"	"Ginger's."
	"mom,"	"mom's."
	"girl,"	"girl's."
	"teacher,"	"teacher's."
	"librarian,"	"librarian's."

Step III: Recognition and Discrimination

Use cutouts or line drawings to indicate persons and an object (like an eraser, or others that will elicit words that begin with vowel sounds) that belong to that person. Point to the picture of a person and give his name; then, point to the object and use the possessive form of that name.

(Voiceless consonant finals + /-s/)
This is Chip. This is Chip's. (eraser or another object)
This is Pat. This is Pat's.
This is Dick. This is Dick's.
This is Cliff. This is Cliff's.
This is the grown-up. This is the grown-up's.
This is the student. This is the student's.
This is the chief. This is the chief's.

(Voiced consonant finals + /-z/)
This is Bob. This is Bob's. (eraser or another object)
This is Fred. This is Fred's.
This is Peg. This is Peg's.
This is Dave. This is Dave's.
This is Jane. This is Jane's.
This is Pam. This is Pam's.
This is Jill. This is Jill's.
This is Ginger. This is Ginger's.

1. First have the children just listen as the sentences are modeled and the appropriate associations are made.
2. Next say each pair of words a number of times in random order and have the children indicate whether a name is being said or an object belonging to that person.

e.g.:

Teacher:	Children:
Bob.	(Indicate person)
Bob.	" "
Bob's.	(Indicate object)

Step III:

A. Model pairs of sentences in Step II saying the object and have children repeat. (See Note #3.)
e.g.: "This is Chip. This is Chip's eraser."

B. Next say only the sentence using the name. Have the children say the sentence using the possessive form and the name of the object.

e.g.:

Teacher:	Children:
This is Chip.	This is Chip's eraser.

PART II:

Initially, model and have the children repeat, then cue the children and have children take parts. (See Note #3.)

A:	B:
1. I'm looking for	Here's your
my friend's umbrella.	friend's umbrella.
sister's	sister's
cousin's	cousin's
mom's	mom's
2. Why is the	I threw mud in the
policeman's eyes red?	policeman's eyes.
postman's	postman's
teacher's	teacher's
principal's	principal's
fire chief's	fire chief's
3. Where's the	There's the
principal's office?	principal's office.
doctor's	doctor's
president's	president's
dentist's	dentist's
aide's	aide's
magician's	magician's
priest's	priest's
4. What are you doing with your	I'm taking care of my
friend's aquarium?	friend's aquarium.
cousin's ant farm?	cousin's ant farm.
brother's elephant?	brother's elephant.
sister's	sister's
uncle's	uncle's

Poems highly recommended:

1) "Tommy's Five Senses," Louise Binder Scott, Talking Time, 2d. ed., (Louise Binder Scott and J. J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966. (Change the person's name in the poem.)
2) "These are Mother's Knives and Forks," The Rooster Crows, A Book of American Rhymes and Jingles, (Maud and Miska Petersham), N.Y., N.Y., The Macmillan Co., 1945.

V. STRUCTURE LESSON SECTION

INTRODUCTION TO STRUCTURE LESSONS

The lessons on structure have been prepared for kindergarten, first, second, and third grade classes. There are thirteen steps into which each set of lessons has been divided. But the number of lessons for each step in the sequence varies for each grade level. Each set of lessons is similar in that each follows the same sequence in introducing the grammatical targets. Each set, however differs in the specific targets introduced. The reason for the difference in specific targets is to accommodate the difference in levels and in curriculum content.

The lessons presented here are in the form used and accepted by the project teachers of Keaukaha School, Hilo, Hawaii. The revisions were made based on their evaluations of the lessons for two years. However, the revisions of the kindergarten lessons were based on one year's evaluation.

Sequencing

The choice as to what grammatical structures should be taught in these lessons was determined by the contrasts between standard English and Hawaii Islands Dialect. The contrasts were obtained from the contrastive analysis done by the University of Hawaii and by some of the staff members.

Rather than introduce all the targets to be taught at random, they were sequenced so that only a few targets are introduced at a time. It was felt that this would make the learning task a little easier for the children. There was no linguistic base for sequencing.

The project teachers determined the sequencing of the targets. Their judgment was based on their feelings about what structures the children had an immediate need for and the degree of ease with which the children would be able to handle the targets.

Lesson content

The selection of content materials was made through suggestions by the teacher as to what kinds of activities the class would be carrying out through the year. Some of the information was also based on material derived from the science and social studies curriculum guides of the Department of Education, State of Hawaii.

Every effort was made to use language patterns which would be common to natural speech and which would fill the immediate needs of the children. However, because the structures are introduced in small doses to make learning more manageable and because other target structures that would make the language pattern more natural have not yet been introduced, there may be occasions when the teacher might feel that certain constructions are unnatural and stilted.

Each specific target word was selected either because it was useful for the pupil at that particular grade level, because it was needed to expand a language pattern and to make practice meaningful, or because it was a content word from a curriculum area for that specific grade level.

Goal

The specific goal of the structure lessons is the growing ability of the children to use the particular syntactical constructions and/or to make the appropriate morphophonemic changes, etc., that are listed as targets per lesson.

Grammatical notes

Grammatical explanations to the students should be kept to a minimum since they would not give the students a command of the language itself. If it is absolutely necessary to resort to explanations, the teacher should give these explanations after the class has gone through the dialogue and exercises many times. Often after the students have been exposed to the language patterns in various situations, the necessity for explanations is eliminated as the students acquire a "feel" of the language.

Because of time limitations, it was not possible to include all the specific targets. For example, all the irregular past tense verb forms and all the mass nouns have not been introduced. The same reason holds for the exclusion of some high-frequency words for a particular grade level.

A verb with a preposition, or a two-word verb, was not introduced as a new verb if the preposition was previously introduced as a target.

Mass nouns appear as targets with the exception of those used idiomatically. Examples of the latter are expressions such as "at lunch, on T. V., at school."

Prepositions are small but important words. The teacher must be well-acquainted with the various meanings and uses of prepositions in order to avoid confusion.

In these lessons the noun "fish" was treated as having a regular noun plural ending.

There were times when specific targets were used prior to their introduction as targets. The reason for this was to make the language sound as natural as possible.

Teacher role

There's a point that can't be stressed enough and it has to do with the importance of the teacher. Mary Finocchiaro addresses herself to teachers on this point. She says:

> You, the teacher, are more important than any method or material. It is what you do with any method or with any piece of material which will determine its effectiveness in helping your students learn.[1]

The lesson materials provided the teacher are really sample lesson plans. The teacher can delete, elaborate, and expand the materials to suit the individual needs of the class. The only limitation placed on the teacher is that she pay close attention to the sequence of grammatical targets. She must be thoroughly familiar with the targets that were introduced in the preceding lessons and those that are to be introduced in the following lessons. The teacher can make changes in the dialogues and exercises to suit her needs. If the subject of the dialogue is unfamiliar to the children, the teacher will need to have a preliminary session to introduce and elaborate on the subject so that the context of the dialogue will be familiar to the children.

Format

The following is the format for every lesson in each grade level.

---

[1] Mary Finocchiaro, English as a Second Language: From Theory to Practice (New York: Regent Publishing Company Division of Simon & Schuster, Inc., 1964), p. 128.

A. Targets

In this section the specific targets for the lesson are listed.

B. Notes

Except for technical information about grammatical targets for the edification of the teacher, most of the notes are suggestions to the teacher for the utilization and elaboration of the lessons. There are also suggestions of ways to bring about transfer in which the children are guided to elicit the particular grammatical structures independently. As with all phases of the language lessons, the notes are suggestions and not prescriptions. It is intended that lessons be built from these suggestions based on the needs and purposes of the teacher using the materials.

C. Dialogue/Narrative

Each lesson includes a dialogue or narrative in which the grammatical targets are embedded. Sometimes it was only possible to utilize the specific target just once, primarily to keep the language as natural as possible. This was not always possible when certain targets had to be included. It has been assumed that the concepts introduced in these lessons are familiar to the children. There may have been included some concepts unfamiliar to a particular class. A sincere effort was made to keep these to a minimum.

D. Exercises

The exercises provide concentrated practice with the targets introduced in the dialogue or narrative. It was not always possible to present the targets in a meaningful context. The teacher uses her discretion in deciding which exercises she will use during the language sessions. She may find it necessary to utilize all the exercises or only a few for each target. Her choice depends on the class she is working with and the difficulties that may arise. As with the dialogue or narrative, the teacher is free to make any changes within the framework of the target sequence. If the teacher finds that she needs more exercises than provided, she can build her own exercises using the patterns provided. She can also go back to the exercises from preceding grades on the same target. The teacher's creativity and imagination can be put to full use when utilizing the exercises so that they do not become purely mechanical drills but provide meaningful practice for the students.

Utilization of lesson materials

The teacher's attitude about these lessons is very important. The teacher should approach the language sessions with interest and enthusiasm. Her attitude will be conveyed to the children just as it will be if she feels that the lessons are boring and not very challenging. A skillful teacher can make a lesson come alive and convince the children that what she is presenting is worthy of their complete attention. Her efforts will result in greater learning on the part of the children.

As stated in the teacher's guide portion, it is important that the teacher be thoroughly prepared each time she presents a lesson. She must know what the targets for the lesson are, what targets have already been introduced, and what targets are yet to be introduced. Thorough preparation is a necessity and so is flexibility in altering plans to suit the needs of the children and the occasion. Plans can be altered but it is very difficult to carry out something successfully without a plan.

Because the teacher is the model for the class, it is imperative that she be thoroughly familiar with the material that she is going to present. Preparation involves having all the materials needed on hand so that there will be no fumbling nor any unnecessary pauses. The teacher must have thought through all the directions she will be giving so that they are clear-cut and consistent. The teacher must also anticipate the kinds of responses she will get and the possible difficulties that may arise. The language session must move at a rapid pace with very little time for pauses that may distract the class or that may allow boredom to set in.

The teacher must also establish, at the very beginning, concise and specific signals and cues. She has to diligently adhere to them so that the children can respond immediately without lengthy directions and explanations being given each time a response is required. Once a pattern has been established, it becomes easier for the children and the teacher to work with maximum efficiency.

Nelson Brooks[2] says that the teacher must not accept mediocre

---

[2] Nelson Brooks, Language and Language Learning, 2nd Ed. (New York: Harcourt, Brace and World, 1964), pp. 148 and 243.

m

performance in repetition. She must insist that the children imitate the model accurately. This means that the children must use the same rate, intonation, pause, and pitch.

The children must know immediately whether their responses are satisfactory or unsatisfactory. Each teacher will have a different method of conveying the message--facial, verbal, etc., expressions. The important thing is that the children get the message. Then the teacher must be consistent in the method used to get the message across to the children.

A. Dialogue/Narrative

1. Steps in handling a dialogue/narrative

   a. The teacher may use whatever visual aids and other means necessary and appropriate to convey the dialogue's meaning to the children. Appropriate pictures, puppets, and pantomiming can be used to introduce the dialogue. The teacher should try to vary the introduction of a dialogue/narrative.
      Approach A: If the teacher feels that a preliminary explanation is necessary to clarify the concepts or vocabulary in the dialogue, she can do so before she introduces the dialogue in its entirety. This may consist of an explanation of the new concepts or relating previously learned concepts and recalling them. Then the teacher goes through the entire dialogue at a normal, rapid rate and with the appropriate stress and intonation.
      Approach B: The teacher can go into the dialogue without explanations, interrupting whenever necessary with explanations of the concepts and the vocabulary. She can elaborate on the dialogue, use synonyms, and paraphrase certain portions of the dialogue as she goes along. Then she repeats the dialogue all the way through without any interruptions the second time, using normal, rapid rate of speech and appropriate stress and intonation.

   b. The teacher, after using "Approach A" or "Approach B", repeats the dialogue again without any interruption. As a variation, the children can be asked to keep their eyes closed as they listen. This helps them to concentrate and also helps to eliminate a lot of distractions. The important point here is that the class is being familiarized with the meaning, the patterns, and the sounds of the language. Note: Whenever the teacher repeats the dialogue, she must keep the stress and intonation pattern constant until that pattern has been learned. Then variations can be introduced. For example, the stress on a word may change with the change in emphasis conveyed.

c. The children can be asked to answer questions about the dialogue. This provides a check on comprehension and also serves as a means of practicing the patterns introduced. To prevent negative reinforcement, the teacher should provide the right response immediately if no response is forthcoming or when the wrong response is given.

d. The teacher models the dialogue line by line and the class repeats each line after the teacher. This procedure can be repeated several times.

e. The teacher divides the class into groups to take different roles. She must set up definite signals to identify whose turn it is to speak. The teacher models each line for each group before the group speaks a line.

f. Individual pupils can be asked to take the different roles.

g. The teacher should alternate between individual repetition and choral repetition. This not only helps to sustain interest but also helps the teacher check on the progress of individual children.

h. The teacher should remember to treat the dialogues as a conversation between persons rather than a series of lines spoken.

2. Follow-through

Whenever a dialogue/narrative is reintroduced at another time, the teacher must refresh the children's memory by some sort of review. It should not be taken for granted that the children will remember the details.

The teacher is free to expand the dialogue once she feels that the children have a good mastery of the structures. More lines or characters can be added and the vocabulary changed. In expanding and adapting, however, the teacher has to always keep in mind the immediate targets, the previous targets, and those that have not yet been introduced. Any alterations within these limits is not only permissible but recommended.

B. Exercises

Mary Finocchiaro states that:

> Many repetitions are needed to develop habits. Learning any skill takes place in proportion to practice in that skill.[3]

The exercises serve this purpose. But the teacher must bear in mind Sibayan's admonition that repeating should be done in spaced periods and in different situations.[4] The children should be encouraged to practice the patterns in various situations.

Before proceeding with any of the exercises, the teacher and the child must have a clear understanding as to what the procedure is for each exercise. The teacher should provide enough examples of how the cues are utilized before the children are asked to respond to the cues. Any shift from one exercise to another must be clear-cut and the directions precise so that the children will not be confused.

The teacher must move through the exercises smoothly and at a fast pace in order to keep up the children's interest and attention. Moving at a fast pace also prevents the necessity of repeating directions because the children's attention has not been permitted to lag. It also makes it easier for the children to adhere more closely to natural rhythm and intonation patterns.

In choosing the exercises to be practiced during a particular language session, the teacher should select with care, especially when a progression exercise is called for. The progression must be adhered to. As an example, in the exercises for the expletive "There" there are separate exercises for "There is" and "There are." Then there is an exercise combining the two where the children must make a choice between the two.

---

[3] Finocchiaro, op. cit. (Referring to pp. 33-4).

[4] Bonifacio P. Sibayan, "Repetition in Language Learning," Teaching English as a Second Language, H.R. Allen, editor (New York: McGraw-Hill, Inc., 1965), pp. 308-13.

The exercises presented here are stripped of any embellishments. The teacher must provide the proper context and situations to make them meaningful for a particular class. The teacher has more freedom of choice with the exercises than she has with the dialogue or narrative.

Because young children are enthusiastic and eager to please the teacher, the teacher has an advantage. By making certain that the exercises are more than repeating after the model, the teacher can capitalize on the children's enthusiasm and eagerness to please the teacher.

There are several types of exercises included in the lessons.

1. Repetition of model

   The teacher models the utterance and the children repeat it exactly as said. Caution: If used excessively, it can lead to meaningless parroting.

2. Substitution of words or phrases

   In a substitution exercise, the children use another word or phrase (usually of the same class) in place of a word or phrase in the modeled utterance.

   Example: Teacher: He jumped from the porch.
   Children: He jumped from the porch.
   Teacher: fell (pause) He fell from the porch.
   Children: He fell from the porch.
   Teacher: leaped
   Children: He leaped from the porch.

   A variation of this exercise would be the multiple slot substitution. Here the slot where the substitution takes place changes each time or from time to time. When this happens, the teacher must show the children where the substitution is taking place by modeling the previous pattern, the new word or phrase to be substituted, and the resultant pattern with the substitution made. The lack of correct models may be a source of confusion.

Example: Teacher: The apple fell on the ground.
(pause) boy
Children: (Two possible replies)
The boy fell on the ground.
The apple fell on the boy.

To prevent this, the teacher provides adequate models.

Example: Teacher: The apple fell on the ground.
(pause) boy (pause) The apple fell on the boy.
Children: The apple fell on the boy.
Teacher: car
Children: The apple fell on the car.
Teacher: coconut (pause) The coconut fell on the car.
Children: The coconut fell on the car.
Teacher: branch
Children: The branch fell on the car.

In a substitution type of exercise, the substitution may require other parts of the pattern to be changed. The teacher and the class must be aware of these necessary changes.

Example: Teacher: She lost her dog.
Children: She lost her dog.
Teacher: He (pause) He lost his dog.
Children: He lost his dog.
Teacher: They
Children: They lost their dog.

3. Transformation or conversion

This kind of exercise has the children carry out transformations such as changing a statement to a question, an affirmative statement to a negative statement, a singular noun to a plural noun, or present tense to the past.

Example: Teacher: The boy is fighting. (She then asks a child to change this to a question or

an "asking" sentence.)
Child: Is the boy fighting?

It is not necessary to use words like negative, past tense, etc., to explain the desired response.

4. Directed practice

This type of exercise requires that a child ask another child a question. The second child has to give an answer. Initially, by way of directing the children, the teacher can go through the following steps:

Step I: Teacher tells Child A: "A, ask B 'Do you want to ride with me?'"
Child A says: "B, do you want to ride with me?"
Teacher says to B: "Now you answer by saying 'Yes, I do.' or 'No, I don't.'"
Child B says: "Yes, I do."

Step II: Teacher says, "A, ask B again if he wants to ride with you."
Child A: "B, do you want to ride with me?"
Teacher says to B: "B, answer A."
Child B: "Yes, I do."

(If the child is unsure at Step II, the teacher can whisper or model the utterance for him to repeat.)

Step III: Now use the substitution exercise pattern and cue the child for further practice in using the same language structure with different verbs.

5. Expansion

In this type of exercise, the children are cued with the word or phrase to be added to a given sentence.

Example: Teacher: I walked to school.
Child: I walked to school.
Teacher: yesterday (pause) I walked to school yesterday.
Child: I walked to school yesterday.
Teacher: with my brother
Child: I walked to school yesterday with my brother.

6. Combination or integration

Here the children are asked to combine two short sentences into one.

Example: Teacher: Sally has a kitten. It's white. (pause) Sally's kitten is white.
Child: Sally's kitten is white.
Teacher: That hat belongs to Mike. It's red.
Child: Mike's hat is red.

7. Free response

The teacher asks a standard question and the children give varied, free responses. The children may be cued by word, picture, or object.

Example: Teacher: What's in the box?
Child: There's a frog in the box.

The exercises listed above are often combined in the lessons in a variety of ways. Other variations that seem appropriate and interesting should be used. As the teacher and children become familiar and comfortable with the various kinds of exercises, the teacher should be able to adapt them to particular needs and opportunity.

Drillwork is not an end in itself, but merely a means of intensive, concentrated practice. Only when the drills lead to normal use of language structures in real situations can these be said to have a real value.

C. Transfer

How successful any language program is is measured by how well the learner can independently manipulate the language patterns acquired in varied situations. As stated by J. Donald Bowen:

> . . . the ultimate success of the teaching effort must be judged not on how well students reproduce sentences, but on the skill they show in creating new ones, sentences they have never heard or

> used before - or indeed sentences which no one else has ever heard or used before.[5]

The teacher must provide many opportunities throughout the school day in which the children can utilize, in natural situations, the language patterns learned. These situations can involve pupil activities and interests in and out of school. This may sometimes require the teacher to structure the situation just enough so that it necessitates the use of a particular pattern without a model being given. The only cues would be contextual cues. The structuring is also necessary to insure that the student does not need to use a language pattern that is not in his repertoire.

The notes section of each lesson provides the teacher with some suggestions to effect transfer. Many of the suggested activities bear close resemblance to directed practice exercises. The ingenious teacher will find many other ways besides those suggested as much depends on integration with the rest of the school curriculum.

The writers of these materials feel that the transfer stage in an oral language development program is of utmost importance. Loban, Ryan, and Squire summarize the writers' feelings about this phase very well:

> Clearly, improvement in language learning, occurs most surely in situations featuring bona fide communication. Pupils must have something to express, a desire to express it, and someone to whom they wish to express it. Only in such circumstances does instruction have any hope of improving pupils' facility in expression.[6]

---

[5] J. Donald Bowen, "Applications of Grammatical Analysis to Language Teaching," (Virginia French Allen, editor), (Champaign, Illinois: National Council Teachers of English, 1965).

[6] Walter Loban, Margaret Ryan, and James R. Squire, Teaching Language and Literature (New York: Harcourt, Brace and World, Inc., 1961), p. 9.

Integration with the rest of the school day

To be most effective, an oral language program should be integrated with the rest of the curriculum areas as much as possible. The alert teacher will take advantage of every opportunity to put into practical use those structures that have been introduced to the children in the language lessons. This reinforces learning and makes it more meaningful.

The children must be helped to understand that standard English is to be used during most of the school day. There must be a clear-cut understanding as to when the use of standard English is appropriate and when the use of dialect is appropriate.

The teacher can contrive situations during the school day which lend themselves well to the practice of current targets. For example, after the present progressive has been introduced, the children can be asked to tell what's happening or what they're doing. When the comparative-superlative forms have been introduced, the children can be asked to compare various things during the arithmetic, science, or social studies periods. There the teacher can take advantage of situations where these structures can be used naturally.

There are many poems and stories that contain the grammatical structures which are treated as targets. These poems and stories can be used by the creative teacher to provide the children with more practice in using the structures being learned. The poems may be used for choral speaking or dramatization. The teacher can use the stories in different ways. Especially effective are those stories that contain repetitive phrases. The stories can be dramatized or read by the teacher with the children repeating those parts that contain the target structures.

Some poems appropriate to a lesson are suggested as extra materials. These and others that a resourceful teacher may be familiar with can be used outside the language periods.

General notes to the teacher

A. When children have difficulty producing a particular language pattern and the teacher suspects that this may be due to dialect interference, the teacher may resort to the same types of recognition and discrimination exercises utilized in the phonology lessons. Refer to the section "Basic Steps in Teaching Pronunciation."

Example: Teacher: We'll go to the store now.
Children: We go to store now.

Recognition and discrimination exercises:

1. The teacher repeats both of the above sentences or one of the sentences twice. The children must indicate whether the two sentences are alike or different.

2. The teacher models the language structure being taught. She tells the children that this is the sentence they are to listen for. She can say that this is the sentence that is used in school. She then models both sentences and the children are to signal whenever she repeats the target sentence.

B. Often the teacher may be so involved in listening just for the specific target that she fails to evaluate the child's complete response. Since the teacher is working towards the control of standard English, she must be alert to all the language structures the child uses. By listening carefully, the teacher can prevent negative reinforcement caused by approving inappropriate responses.

If the child's response contains a structure that has not yet been introduced as a target, the teacher can provide the appropriate response without any comment and have the child repeat the response. If the child's response contains a structure that had previously been introduced as a target, the teacher can call the child's attention to the fact. She can encourage the child to recall what had been introduced or provide the appropriate response. At this point the teacher should feel flexible enough to shift back to previously introduced exercises if she feels that the situation warrants it.

C. There may be occasions when contractions cause difficulties for the students. When this does occur, the teacher may introduce the full form first and then gradually work towards contracted forms, remembering that the use of the contracted forms is the ultimate goal.

One of the difficulties arising may be the students contracting but still not dropping the word contracted.
Example: "She's is going."

Another difficulty may be the confusion between the singular contracted form and the plural noun.

Example: Teacher: The boy's sleeping.
Child: The boys sleeping.

The difficulties mentioned above seem to be stages that the students go through in acquiring a mastery of standard English. There is a growing awareness of a difference between their dialect version and the standard version. But there is still confusion as to exactly where the difference is or where changes belong. The teacher should not feel frustrated nor feel that the children are being obstinate. Patient and consistent efforts will bring about the mastery of the standard version. Here again, recognition and discrimination exercises can be utilized.

D. The teacher may refer to the sequence chart for that particular grade level to check what targets have been introduced prior to a certain lesson and what targets come after this lesson. The sequence chart can also help the teacher locate where a similar target appears in a preceding grade. She may need this information when she wants to give the students more exercises than what is provided for her grade level or when she needs to do some reviewing with her students.

As stated before, the purpose of these lessons is to help children acquire a command of standard English. As the teacher works with these lessons, it may help her to keep Virginia Allen's definition of "command" in mind:

> To command something is not merely to have a vague notion of it, but rather to be able to summon it up at will. The student must be given the ability to summon up the standard dialect whenever he himself wants to use it, in any situation where fluency in that dialect would be to his advantage.[7]

---

[7] Virginia F. Allen, "Teaching Standard English as a Second Dialect," Teachers College Record, 68 (February, 1967), p. 358.

SEQUENCE OF LESSONS FOR KINDERGARTEN

Lesson Number and Name — Page

Ia. 151
Pretending

Ib. 153
Two Toads

IIa. 156
Part 1 - A Toy
Part 2 - A Spider

IIb. 158
Part 1 - A Lost Ball
Part 2 - The Raincoat

IIc. 160
Part 1 - A New Ball
Part 2 - A Guessing Game

IIIa. 163
Part 1 - A Game
Part 2 - A Playhouse

IIIb. 165
Part 1 - A Playmate
Part 2 - A Dime To Spend

IIIc. 167
Part 1 - Watching
Part 2 - Funny Noises

IVa. 171
Part 1 - The Circus
Part 2 - The Lamb

Lesson Number
and Name Page

IVb. 175
Part 1 - A Naughty Kitten
Part 2 - Punishment

IVc. 178
Part 1 - Christmas
Part 2 - Halloween

Va. 182
Part 1 - My Family
Part 2 - What They Do

Vb. 184
Part 1 - A Pet
Part 2 - A Camping Trip

Vc. 187
Part 1 - A Pet At Home
Part 2 - Recess

Vd. 190
Going to the Dentist

VIa. 192
A Birthday Party

VIb. 194
Playmates

VIc. 198
Pinky Rabbit

VId. 204
Good Manners

VIe. 208
Rules for the Slide

Lesson Number
and Name Page

VIf. 214
Growing Up

VIg. 218
Pee Wee

VIh. 221
Teeth

VIIa. 224
The Helpers

VIIb. 227
Animals at the Zoo

VIIc. 233
Part 1 - At the Store
Part 2 - A Visiting Game

VIIIa. 241
Pets

VIIIb. 244
Two Frogs in a Pond

IXa. 247
Two Ants

IXb. 251
Shopping

Xa. 255
Two Lonely Dogs

Xb. 258
A Cat's Tale

XIa. 263
Animals at the Zoo

Lesson Number
and Name Page

XIb. 265
The Old Woman and the Cat

XIIa. 269
Tadpoles

XIIIa. 272
Webby

XIIIb. 277
The Pig Who Liked Corn

XIIIc. 281
Three Roosters

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Ia	Nominative pronouns	I, we, you, he, she, they	You're an old and tired donkey. I'm a baby chick.
	Linking verbs	am, is, are (contracted), be	
	Determiner	a/an	
Ib	Nominative pronoun	it	The first toad and the second toad have a meal.
	Determiners	the, another	
	Lexical item	have	
IIa	Interrogative linking		Is it a top? Yes, it is. I'm like the top. It's not a ball. We see a toy on the table.
	Negative declarative linking		
	Predicate substitutes		
	Prepositions	on, like	
IIb	Prepositions	for, in	Let's look for it out in the yard. Mine is blue and yellow.
	Noun substitute	mine	
	Objective pronoun	it	
IIc	Objective pronouns	him, her, them, me, you	I like playing with you. I see him/her.
	Preposition	with	
	Lexical item	like	
IIIa	Interrogative present progressive		Are you listening well? He's building us a playhouse.
	Affirmative declarative present progressive		
	Objective pronoun	us	
IIIb	Infinitive		I want to look for a bug. I'm not going down to the pond now to swim.
	Negative declarative present progressive		
	Preposition	to	

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IIIb	Lexical item	want to	
IIIc	Prepositions	from, around, down	It's running down the hill. The calf's drinking from a tub. It's telling the baby to eat slowly. A bell's around its neck.
	Strengthening the use of the interrogative linking		
	Strengthening the use of the declarative and interrogative present progressives		
	Lexical item	tell	
IVa	Irregular past	took, had, saw, were, sat, put, met, gave	My father took me. I had a good time. It jumped through a hoop. It listened to the trainer. Did you go to the circus yesterday? No, I didn't. Didn't the lion scare you? What kind of face did the clown have?
	Regular past	/-d, -t/ endings	
	Prepositions	through, at	
	Interrogative "did-didn't"		
	Predicate substitute "did-didn't"		
	Noun determiner	kind of	
IVb	Declarative "did" (negative and affirmative)		He didn't like to stay still. And you did catch a mouse. He hated to wash up. I was proud of you.
	Regular past	/-əd/	
	Irregular past	was	
	Lexical item	stay	
IVc	Preposition	under	We wrapped the presents to put under the tree.
	Irregular past	made	

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IVc	Regular noun plurals	/-s, -z, -əz/ endings	Who made the decorations? We have many boxes under our tree at home.
	Noun determiner	many	
Va	Third person singular present tense	/-s, -z, -əz/	She cleans and cooks. She washes and irons.
Vb	Interrogative "do-does"		Do you have a pet at home? Does your puppy cry at night? Yes, I do. No, he doesn't. Ask your mother for a blanket. She has an extra bag.
	Predicate substitutes "do-does/don't-doesn't"		
	Lexical item	ask	
	Irregular third person singular verb	has	
Vc	Negative declarative "don't-doesn't"		My dog doesn't like to stay in his house.
	Negative interrogative "don't-doesn't"		Doesn't your parakeet try to get out?
Vd	Preposition	after	I brush after every meal.
	Strengthening the use of "do-does" in the negative interrogative and negative declarative		
VIa	Modals: a. May (to ask permission)- interrogative, predicate substitute,		May I bring a friend? Yes, you may. Yes, you may bring someone else.

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIa	negative and affirmative declarative b. Can - interrogative, predicate substitute, affirmative and negative declarative Noun substitute	much	You may not bring a mongoose to my party. Can you come? Yes, I can. You can't bring a mynah bird to my party. You can bring your friend to my party. It talks too much.
VIb	Modals: a. Will - interrogative, predicate substitute, affirmative declarative b. Shall - interrogative with first person pronouns		Will you ask my mother? Yes, I will. We'll be careful. Shall we play cowboys and Indians?
VIc	Modals: a. Would - interrogative, affirmative predicate substitute, affirmative declarative b. Could - interrogative, affirmative predicate substitute, affirmative declarative		Would you like some cookies to take with you? Yes, I would. That would be nice. Could I keep it in my room instead? Yes, you could. We could play hide and seek. We may not go. We might stay here to help you.

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIc	c. May-might (to express possibility)-affirmative and negative declarative		
	Strengthening the use of the lexical item "stay"		
VId	Modals: a. Should - interrogative, predicate substitute, affirmative and negative declarative b. Must - affirmative and negative declarative		Should they listen to their teacher? Yes, they should. No, they shouldn't. We should try to be kind to everyone. We shouldn't forget to say "Please" and "Thank you." We must always be polite. We mustn't be selfish. We mustn't say mean things to other children.
	Irregular plural	children	
	Possessive pronoun	their	
VIe	Modal: Ought to - affirmative declarative		But you ought to be careful. You ought to watch out for the person ahead of you. You might bump into him. We can share them with the other children. You might hurt yourself.
	Prepositions	ahead of, over, about, behind, into, by	
	Objective pronoun	them (referring to inanimate objects)	
	Reflexive pronoun	yourself	

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIf	Modal: Could - negative predicate substitute, negative declarative Noun determiner Irregular past	a lot of taught	No, I couldn't. I couldn't do a lot of things last year. My brother taught me to catch.
VIg	Modals: a. Would - negative declarative, negative predicate substitute b. Will - negative declarative(contracted) c. Shall - interrogative with the first person pronouns		He wouldn't listen to anyone. No, I wouldn't. But I won't eat my breakfast. Shall I cook an egg for you?
VIh	Negative imperative Irregular plural Strengthening the use of the noun determiner "many"	teeth	Don't forget to brush your teeth.
VIIa	Mass nouns Irregular past Irregular plural Preposition Strengthening the use of modals	flour, bread brought, caught, ate loaves of	I need some flour. She had two loaves of brown bread and one loaf of raisin bread. I just brought in the cows from the pasture. Snip caught some rats.

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIa			I ate the bugs in your garden.
VIIb	Noun possessives Mass noun Irregular plural Noun substitute Strengthening the use of the modals "would" and "could"	/-z, -s/ endings fun leaves one	The monkey's tail is very long. I'd collect the giraffe's leaves. We would have fun. And I'd be the one to feed the animals.
VIIc	Noun possessive Lexical item Mass nouns Irregular past Noun determiner	/-əz/ ending also bubble gum, food, milk, butter, cereal, lettuce, celery, meat found much	He also saw Charles' mother. I'll get another gallon of milk and a pound of butter. I have to buy a lot of food. We don't have much milk left. I found them.
VIIIa	Comparative-superlative suffixes Irregular plural Irregular comparative-superlative Mass noun Noun determiner	-er, -est people better, best hair each	It's friendlier than a cat. I saw the cutest dog yesterday. Some people like other animals better. The dog is the best pet of all. It had black, curly hair and a short tail. Each person's pet is the best pet to him.
VIIIb	Irregular past Irregular comparative-	sang	So the two frogs sang and sang. I can jump to the farthest log

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIIb	superlative	farther, farthest	in this pond. Can he jump farther?
IXa	Comparative-superlative with "more-most" Noun determiners Mass noun	 any, kinds of candy	It's the most luscious-looking piece of candy. We can see the candy more clearly from the other side. Finding any kind of food is getting to be more dangerous every day. They like all kinds of food.
IXb	Noun substitutes Noun determiners Irregular past Strengthening the use of "more-most"	these, those, ones these, those told	Mother, please buy these apples. These are the most delicious kind. Are they better than the red ones? The teacher told us to get a box.
Xa	Expletive Past progressive Mass noun Noun determiner Reflexive pronoun	it time lots of myself	It was raining very hard. It's almost time for lunch. Lots of dogs were playing in the garage. I was going to eat a bone all by myself.
Xb	Mass noun Irregular past Strengthening the use of the past progressive	grass heard, ran, hid	I hid in the tall grass. Suddenly I heard a screech. He ran home crying.
XIa	Expletive	there	Are there many animals at the zoo? There are big elephants at the zoo.

Grade: Kindergarten

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
XIb	Irregular past Noun determiner Mass noun Strengthening the use of the expletive "there"	went a little cheese	They went to visit her often. There's a little piece in the cupboard. Is there any cheese in the house?
XIIa	Tag questions		Tadpoles are fun to watch, aren't they? These aren't all frog tadpoles. are they?
XIIIa	Irregular plural Complex sentences Irregular past Reflexive pronoun	sheep flew, came himself	I was lonely until you came along. I have to watch the farmer's flock of sheep. Then the pigeon flew away. But he didn't like to play by himself.
XIIIb	Irregular past Mass noun Strengthening the use of complex sentences	fell, hit, thought corn	Something fell and hit him on his head. He thought the other pigs were throwing things at him. I'm glad no one was trying to take my corn.
XIIIc	Mass noun Strengthening the use of the comparatives and superlatives	noise	That's too much noise for me. I'm the most beautiful rooster in the world. My tail feathers are more beautiful than yours.

LESSON Ia - Kindergarten

TARGETS:
1. Nominative pronouns: I, we, you, he, she, they
2. Linking verbs: am, is, are (contracted), be
3. Determiners: a/an

NOTES:
1. Use names of children.
2. A child makes a sound. Another child tells what he/she is: "He's/She's/You're an owl."
3. Two or more children go up. They decide on an animal. Each child tells about himself: "I'm big and strong. I say, 'Grr-rr'. I'm a lion."
   Then together they say: "We're big and strong. We say, 'Grr-rr'."
   Class, pointing to individuals, can say: "He's/She's/You're a lion."
4. Teacher holds up a picture and cues: "...apple"
   C: I see an apple.
5. Have objects in a pillowcase -- things with names beginning with vowel or consonant sounds. Child pulls out an object and identifies: "This is a ball."

DIALOGUE:

Pretending

Pretending is fun. I'm a little gray kitten today. I say "meow." You be an animal today, too.

A: I'm a fuzzy brown and white dog.
He's a shaggy black dog.
We run around.
We say "bow-wow-wow."
B: She's a big, proud turkey.
He's a proud turkey also.
They strut around proudly.
They say "gobble, gobble, gobble."
A: You're an old and tired donkey.
You hang your head.
You say "hee-haw."
B: She's a baby chick.
I'm a baby chick.
We're fluffy and yellow.
We scamper around.
We say "peep, peep, peep."
A: You be an animal next and make an animal sound.

EXERCISES

1. An orange is a fruit.
apple
avocado
apricot
2. A pear is a fruit.
banana
pineapple
lemon
mango
3. Draw an eraser.
airplane.
arrow.
island.
onion.
umbrella.
Now draw a pencil.
wagon.
cookie.
bicycle.
house.
4.

A:	B:	C:
We need a pet.	I have a dog.	I have an owl.
(Repeat)	cat.	eel.
	horse.	elephant.
	pig.	octopus.
	rabbit.	eagle.

5. You be my partner.
the captain.
the leader.
the mother.
the teacher.
the giant.
the witch.
6. She's tall.
pretty.
nice.
my sister.
friend.
7. He's strong.
tall.
big.
smart.
my brother.

8. We're hungry.
They're angry.
late.
tired.
happy.
sad.

(Children can pantomime for "We're . . ." When "They're" is used, the class can be divided into two groups facing each other. As they say the sentences, each can point to the other group.)

9. I'm five.
fine.
full.
hungry.
sleepy.

* * * * * * *

LESSON Ib - Kindergarten

TARGETS:
1. Nominative pronoun: it
2. Determiners: the, another
3. Lexical item: have

NOTES:
1. Children make believe they're toads. They can hop to their places and sit and stare.
2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel or a consonant, be sure to group the items chosen into those words that begin with the vowel and those that begin with a consonant. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowels and with consonants.
   Examples:

/ði/:	the apple	the elephant	the orange
/ðə/:	the green apple	the monkey	the bird

3. Teacher holds up an animal picture or an object and tells what it is. Children describe the animal or object using the pronoun "it" for the noun.
   T: I have a ball.
   A: It's red.
   B: It's round.
   (etc.)
4. Variation of above. Have the actual object. Child closes his eyes. He feels the object and tells about it, using the

pronoun because he may not have guessed what it is.

5. Have pictures of two similar things or have actual objects. A child holds up one and says: "Here's a kitten." Then holds up the other and says: "Here's another kitten."

DIALOGUE:

Two Toads
I see something.
It's an ugly-looking thing.
It's brown and bumpy.
It's a toad.
I see another toad.
The second toad is big and fat.
The first toad and the second toad meet.
They sit and stare.
They wait and wait.
Soon they see a caterpillar.
Then they see another caterpillar.
The first toad and the second toad have a meal.
"We're still hungry," they say.
So they sit and wait again.

EXERCISES:

1. I have a dog. It's fuzzy.
naughty.
brown and white.
always hungry.
2. The kitten's sad. It's wet.
cold.
hungry.
tired.
3. Look, I have a toy. It's new.
book. "
sleeping bag. "
an apron. "
airplane. "
4. It's a good pet.
book.
kite.
bat.
glove.
wagon.

5.

They're	hungry.
You're	sad.
We're	happy.
He's	lonely.
She's	sleepy.

6.

Take another	ball.
	turn.
	color.
	book.

7.

A:

The	apple's	tasty.
	guava's	
	cookie's	
	muffin's	

B:

Have another	apple.
	guava.
	cookie.
	muffin.

LESSON IIa - Kindergarten

TARGETS:
1. Interrogative linking
2. Negative declarative linking
3. Predicate substitutes
4. Prepositions: on, like

NOTES:
1. Substitute names of children.
2. Children tell what they are like and what they do:
   "I'm like a rabbit. I hop like a rabbit."
3. One child holds up something and asks another child:
   A: Is this a pencil?
   B: Yes, it is. or No, it's not.
   Teacher can ask a third child to give a complete answer:
   "It's a pencil." or "It's not a pencil."
4. Teacher asks a child to give another child directions as to where to place an object. Give a clue:

CUES:	table	desk	chair
	shelf	floor	book

   "Please put the pencil on the table."
5. Use stick puppets of dogs. Give the children the puppets.
   The puppy goes up to each dog and asks:
   "Are you my mother?"/"Am I your little dog?"
   Each dog in turn answers:
   "No, I'm not. /No, you're not.
   You're too little. /You're not spotted. /
   You're not big enough. /You're not black. /
   You're not pretty."
   The last dog can be the puppy's mother and answers:
   "Yes, I am. You're my little lost puppy."
6. Give a child the name of another child whom he is to find:
   He goes to several children to ask,
   "Are you (Name)?"
   to which the reply would be,
   "No, I'm not." or "Yes, I am."
   Or to ask,
   "Is your name ________?"
   to which the reply would be,
   "No, it's not." or "Yes, it is."

DIALOGUE:

Part 1 - A Toy

A: We see a toy on the table. It's not a ball. It's not a block.
B: Is it a top?
A: Yes, it is.
B: Is it a green top?
A: Silly. No, it's not. It's blue.
B: I'm like the top. I go round and round.

Part 2 - A Spider

A: Look! I see an ugly bug on the floor. It's not long. So it's not a centipede.
B: Be careful. Is it a spider?
A: Yes, it is. Is it dangerous?
B: No, it's not.
C: You're right. That spider's like a lizard.
A: Why?
C: They're not dangerous. They're both helpful.

EXERCISES:

1. I see a lizard on the table.
desk.
floor.
chair.
book.
shelf.

	A:	B:		A:
2.	I see a bug.	Is it a	spider?	Yes, it is (a spider).
	(Repeat)		fly?	No, it's not (a spider).
			centipede?	
			beetle?	
			caterpillar?	

3. I'm not a spider.
centipede.
ball.
block.
top.
lizard.
rabbit.
pencil.

4. A lizard's not dangerous.
rabbit's
kitten's
ball's

5. It's not a spider. It's a crab.
beetle. bee.
pen. pencil.
horse. donkey.

6a. You look like my brother.
sister.
friend.
(Name).

6b. I'm like a giant. I'm tall.
flower. pretty.
teacher. smart.
policeman. strong.

* * * * * * *

LESSON IIb - Kindergarten

TARGETS:
1. Prepositions: for, in
2. Noun substitute: mine
3. Objective pronoun: it

NOTES:
1. Substitute names of children.
2. Let one child ask another child where something is. The second child answers that the object is "on" or "in" something:
   A: Where's your ball?
   B: It's on the table.
   in box.
3. One child asks another child if an object belongs to him. The second child answers.
   A: Is this your ball?
   B: Yes, it's mine. or No, it's not mine.
   (Use stick puppets of the different dogs also.)
4. One child tells another to "look for" something:
   "Let's look for your ball."

DIALOGUE:

Part 1 - A Lost Ball
A: Where's my ball? It isn't in my toy box.
B: Is this red ball yours?

A: No, it isn't mine. Mine is blue and yellow.
B: Let's look for it out in the yard.
A: Oh, look. I see it. It's on the roof.

Part 2 - The Raincoat
A: Where's your raincoat? (Substitute another item of clothing.)
B: It isn't in my bedroom. Please help me find it.
A: Is that red coat yours?
B: No, that red coat isn't mine. Mine is yellow.
A: Let's look for it in the kitchen.
B: It isn't on the chair.
A: Oh, there it is.
B: Where?
A: Over on the table. That isn't the right place for it.
B: I know.

EXERCISES:

1.

A:			B:		
Where's	my	ball?	It's	on the	table.
	the	pigeon?	It isn't		porch.
		chick?			swing.
		kitten?			sidewalk.
		slipper?		in the	crib.
					garage.
					car.
					house.

2.

A:		B:		
Is your	kitten in his box?	No,	he isn't.	He's in the garage.
	pin in the box?	No,	it isn't.	It's on the table.
	brother in the house?	No,	he isn't.	He's outside.
	ring on your desk?	No,	it isn't.	It's in my desk.
	toy car in the garage?	No,	it isn't.	It's on a chair.

3.

A:		B:		A:
Where's my	turtle?	Is it in	your room?	No, it isn't.
	dish?		the kitchen sink?	Yes, it is.
	guinea pig?		your box?	(etc.)
	sleeping bag?		your cubbyhole?	
	apron?		(etc.)	
	puppy?			

4.

A:			B:		
Let's look for	your	chick.	I see it	on the	table.
	my	pin.			swing.
		ring.			chair.
		sweater.			floor.

A:	B:
Let's look for your slipper.	I see it on the porch.
my lunchbox.	in the sink.
	kitchen.
	box.
	crib.

5. I have a present for my teacher.
mother.
friend.
brother.
sister.

6.

A:	B:
Is this red ball yours?	No, it isn't. Mine is green.
black dog	Yes, it is. It's mine.
brown slipper	(For negative answer, give another color or size.)
big lizard	

7.

A:	B:
My book is new.	Mine is old.
My sweater's red.	blue.
My pencil's short.	long.
My pet's a turtle.	a rabbit.
My brother's six.	eight.
My dog's big.	small.

* * * * * * *

LESSON IIc - Kindergarten

TARGETS:
1. Objective pronouns: him, her, them, me, you
2. Preposition: with
3. Lexical item: like

NOTES:
1. Substitute names of children. (Teacher provide names.)

2a. One child asks the whereabouts of another child or children. Next child answers using the objective pronouns:
A: Where's Nancy?
B: I see her. She's on the slide.

2b. A child tells who another child is with:
"Nancy's with Mary."

3. One child asks another child to do something with him:
"Run with me." Or the child suggests that they do something with another child or children:
"Let's play with him/her/them."

4. Use pictures for Part 2.

5. Teacher can hold up pictures of similar objects with identifying characteristics. Each child tells which object he likes:
"I like the red ball."

DIALOGUE:

Part 1 - A New Ball
A: Where's (Name)?
B: I see him/her. He's/She's on the slide. (Name) and (Name) are with him/her.
A: Let's call them. I have a new ball. Watch me throw it.
B: I know a game. We throw the ball up. Then we catch it. The catcher's the next tosser.
A: Let's play that game. I like it. (Name), you be the first tosser.

Part 2 - A Guessing Game
A: Are you a boy or a girl?
B: I'm not a boy/girl. I'm a girl/boy. You're silly. Now I have a question for you. Tell me, is this a rooster or a hen?
A: That's not a hen. It's a rooster. I like this game. I like playing with you. Is this an apple or an orange?
B: It's not an orange. It's an apple.
A: Now you ask me a question.
B: Are we little? Are we big?
A: Silly. We're not big. We're little. My daddy and your daddy are big.

EXERCISES:

1. Give her/him the bell.
them stick.
me lemon.
Sally pet.
(etc.) pebble.

2. Let's play a game with (Names).
her.
him.
them.

3. Come play with me.
eat
rest
swing
slide
catch

4. I like playing ball with her.
swimming him.
singing them.

5. I play with him every day.
run her
them
it
(Names)

6. They play with me on Saturday.
her the slide.
him the jungle gym.
(Name) in the park.
them the yard.
the room.

7. They have a present for you.
We net
I pet
pencil
belt

8. They like you.
We see
I

9. I like my new kite.
bicycle.
baby sister.
doll.
teacher.
wagon.
pet.

LESSON IIIa - Kindergarten

TARGETS:
1. Interrogative present progressive
2. Affirmative declarative present progressive
3. Objective pronoun: us

NOTES:
1. Use motions as much as possible.
2. Ask a child to perform an action. Another child can tell what the first child is doing. Or the second child can guess and ask a question:
   "He's jumping." or "Are you jumping?"
3. If children have difficulty with the contractions, use the full form until it is mastered.
4. Have pictures available. Ask children to tell what's happening in each picture. Refer to the teacher's guide portion of the manual on the proper use of pictures.
5. "What's Missing?" Teacher places five to ten objects in a spot where every child can see the objects clearly. Everyone closes his eyes. The teacher taps a child on his shoulder. That child removes an object and hides it. Then the child calls on another child and asks:
   "(Name), what's missing?"
   The child called on answers: "The button's missing."
   First Child: "You're right. The button's missing." or "You're wrong."
   After calling on three children to guess, the first child gives the right answer and the game is continued.

DIALOGUE:

Part 1 - A Game
Are you listening well? (point to ear)
Are you watching me? (point to eye)
I'm playing a game.
Come and join me. (gathering motion)
I'm the teacher. (Substitute "I'm the pupil.")
This is our room.
Play with us.
You're a boy. (point to boy)
You're a girl. (point to girl)
I'm a girl. (only girls, pointing to self)
I'm a boy. (only boys, pointing to self)
This big book is for us.
This little book is for us, too. (hold up examples)

This is my right hand.
This is my left hand.
We're playing a game.
Are you enjoying it?

Part 2 - A Playhouse
The hammer is going "Rap, rap, rap" on the board.
The saw is saying "Z-zz-z-zz."
The man is smoothing the rough board.
A carpenter's working in his shop.
An old apple box is changing.
The carpenter's building something.
He is sawing.
He's hammering.
He's rubbing.
He's building us a playhouse.

EXTRA MATERIAL:

A Nonsense Song (To the tune of "Are You Sleeping?")

Are you crying?
Are you crying?
Little Sue, Little Sue.
I am sad and crying,
I am sad and crying.
Boo, hoo, hoo. Boo, hoo, hoo.

Is he playing?
Is he playing?
Little Sue, Little Sue.
He is sleeping soundly,
He is sleeping soundly.
Z - z - z.
Z - z - z.

Is she laughing?
Is she laughing?
Little Sue, Little Sue.
She's already rolling,
She's already rolling.
Ha, ha, ha. Ha, ha, ha.

Are they working?
Are they working?
Little Sue, Little Sue.
They are helping mother,
They are helping mother.
Sweep, sweep, sweep.
Sweep, sweep, sweep.

EXERCISES:

1.

A:			B:
Is he	playing with	us?	Yes, he is.
	swimming	you?	No, he isn't.
	going	her?	(etc.)
		them?	

2.

Is	father	eating	now?
	mother	going	
	he/she	bathing	

Is it leaving now?
Are they
we
(Use nouns also.)

3. What is he eating now?
she doing
are they
we
Where's (Name) going now?

4. I'm hammering on a nail.
He's using an apple box.
She's working in the shop.
We're building a playhouse.
You're standing on the box.
They're

5. He's watching us work.
She's play.
They're paint.
build the toy house.

6. Is he your brother?
father?
friend?
she mother?
sister?
friend?
Are we late?
you early?
they right?
your mother and father late?

* * * * * * *

LESSON IIIb - Kindergarten

TARGETS:
1. Infinitive
2. Negative declarative present progressive
3. Preposition: to
4. Lexical item: want to

NOTES:
1. Substitute names of children.
2. Children can tell where they're planning to go on Saturday: "I'm going to the farm."
3. Tell what they're planning to do: "I'm going to feed the dog."

4. Change the above two to the negative declarative: "I'm not going to the farm." "I'm not going to feed the dog."
5. While a child is performing an action, another child asks: "What are you doing?" First child answers:
"I'm scratching my head."
Or the second child can ask a third child:
"What is (Name) doing?" Third child answers:
"He's/She's scratching his/her head."
6. Use live fish in aquarium, insects in jars, etc., and have children describe what it's/they're doing; i.e., describe action using present progressive.
7. Teacher asks each child:
"What do you/they want to do tomorrow?"
Or a child can be asked to be the spokesman for his friends. Ask children to answer in complete sentences:
"I/They want to paint tomorrow."

DIALOGUE:

Part 1 - A Playmate

A: I'm a little yellow duck.
I'm not afraid to swim.
I swim like a fish.
I'm going down to the pond now to swim.
Are you coming with me?

B: I'm not a duck.
I'm a little chick.
I like to eat.
I want to look for a bug.
I'm not going down to the pond with you.
I'm going to the garden to look for a bug.

C: I'm a dog.
I'm not swimming.
I'm not going to look for a bug.
I'm not hungry.
I want to play.
I'm looking for a little boy/girl to play with.

D: I'm a little boy/girl.
I'm looking for a nice little pet.
Please be my pet, little dog.
Here's a ball for us to play with.

Part 2 - A Dime to Spend

A: I have a dime.
B: What are you going to do with it?
A: Let's go to the store tomorrow.
B: What are you going to buy?
A: Let's look for a toy to buy. I want to get a new toy truck.
B: I'm going to get my dime.

A: Good. What are you going to buy?
B: I'm not going to buy a toy. I'm going to buy something to eat and give you some.

EXERCISES:

1. Are you going to the store?
they zoo?
we farm?
Is she/he beach?
(Change to the affirmative declarative: "I'm going to the store.")
2. You're not going to play today.
They're swim
We're run
I'm visit
He's paint
She's help
(Change to: "He isn't/We aren't . . .", etc.
Change to the interrogative form: "Is he going to play today?")
3. A: Are you going to visit your friend today?
the beach
(etc.)
B: No. I'm not going anywhere. I have to help my father.
4. We're not swimming today.
We aren't painting
playing
going
taking a nap
5. I want to play with you.
go
ride
sit
swim
dig

* * * * * * *

LESSON IIIc - Kindergarten

TARGETS:
1. Prepositions: from, around, down
2. Strengthening the use of the interrogative linking
3. Strengthening the use of the declarative and interrogative present progressives
4. Lexical item: tell

NOTES:
1. Use pictures for Part 1.
2. Use motions to dramatize Part 2.
3. Ask for other sources of sounds, patterned according to sentences in Part 2.
4. Show pictures of objects and also of action. Ask questions like: "Is the flower red?" or
"What's the baby duck doing?"
5. Have circles of colored paper scattered on the floor. Have the children make a circle around the circles. Let children take turns giving directions to another child. The child called steps in to perform action:
"(Name), jump from a red circle to a blue circle."
"(Name), walk around a red circle."
Variation: Teacher can call another child to tell what the child is doing:
"He's jumping from a red circle to a blue circle."
6. Children give directions about walking, etc., around something: "Walk/Run around the room once."

DIALOGUE:

Part 1 - Watching
A: What's the baby rabbit doing?
B: The baby rabbit's eating.
A: Is the mother rabbit eating, too?
B: No, it's not. It's telling the baby to eat slowly.
A: What's the calf doing?
B: The calf's drinking from a tub.
A: Is it thirsty?
B: Yes, it's thirsty.
A: What are Mother Duck and Baby Duck doing?
B: They're playing in a pond.
A: Are they happy?
B: Yes, they're happy. Mother Duck's watching her baby.
A: What's the lamb doing?
B: It's running down the hill. It's running away from its mother.
A: What's around its neck?
B: A bell's around its neck.

Part 2 - Funny Noises
Tap, Tap, Tap
1st Child: Who's knocking on my door?
2nd Child: It's only a tree branch.

Bzz, Bzz, Bzz
1st Child: What's buzzing out in the yard?
2nd Child: It's just a busy honey bee. It's buzzing around a flower.
Boom, Boom, Boom
1st Child: Where's the noise coming from?
2nd Child: A little boy is beating his drum.
Toot, Toot, Toot
1st Child: What's that sound?
2nd Child: It's coming from that band. The band's marching down the street.
Tick tock, Tick tock
1st Child: Grandfather Clock is singing a song.
2nd Child: He's telling us, "Go to bed. Go to bed."
Zzz, Zzz, Zzz

EXERCISES:

1.

This	present's	from my	uncle.
	pencil's		friend.
	ball's		aunt.
	toy's		father.
	sweater's		mother.

2.

A:	I see a new girl.	
B:	Is she from	another school?
		Kona?
		Honolulu?
		Waimea?
C:	Yes, she is. She's from __________.	
	No, she's not. She's from __________.	

3.

	A:				B:
Is	she going to	walk	around the	house?	Yes, she is.
		run		park?	No, she isn't.
	he	skip		car?	Yes, he is.
				farm?	No, he isn't.
				building?	(etc.)
				schoolyard?	
				baseball field?	

4a.

He's	walking	down the street.
She's	limping	down the hill.
They're	skipping	
	running	
	hopping	
	rolling	

4b. (Change above to negative: "No, he's not walking down the street," etc.)

5. Please tell me a story.
us riddle.
joke.
6. Tell your brother to hurry.
friend run.
skip.

LESSON IVa - Kindergarten

TARGETS:
1. Irregular past: took, had, saw, were, sat, put, met, gave
2. Regular past: /-d, -t/ endings
3. Prepositions: through, at
4. Interrogative "did-didn't"
5. Predicate substitute "did-didn't"
6. Noun determiner: kind of

NOTES:
1. The pronunciations of the regular past tense endings are determined by the following conditions:
   /-əd/ after stems that end in /t d/, e.g., melted -- not a target of this lesson.
   /-t/ after stems that end in /p k č f θ š/, e.g., stopped.
   /-d/ after stems ending in voiced sounds except /-d/, e.g., climbed, played.
2. Substitute names of children.
3. Teacher asks children a question and children answer in the past tense:
   T: Did you take the ball out?
   C: I took it out yesterday.
   (Use the other irregular past tenses introduced in this lesson.)
   Use other regular verbs with /-t/, /-d/ endings (stop, pack, miss, wish, watch, laugh, try, fill, play, dream, work, borrow) with "wh-" questions.
4. Children ask questions beginning with "did-didn't". Children give short answers to another child's question: "Yes, I did." "No, I didn't."
5. Teacher asks questions about the lesson. Complete sentences are called for in the responses: "What did the lamb do?" "What did it try to do?" "What did the teacher do with the lamb?" etc.
6. Children can be asked to make believe. They say: "I walked through the jungle yesterday. I met a lion. It gave me an apple. I put the apple in my pocket/basket."
7. Each person tells what he saw on a make-believe trip to the zoo or on a real trip somewhere: "I saw a pink elephant."
8. Call three children at a time to the front of the room. Ask each to perform an action. If they have difficulty deciding what to do, you can whisper a suggestion to each of them. When they are through performing, the class tells what each child did: "Mary waved. /John hopped. /Bill coughed."

9. For extra material use "Good Morning" by Muriel Sipe. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 60.

DIALOGUE:

Part 1 - The Circus
A: Did you go to the circus yesterday?
B: No, I didn't. Did you go?
A: Yes, I did. My father took me. I had a good time.
B: What did you see?
A: I saw a bear, a clown, and a lion. The bear and the clown were silly.
B: Didn't the lion scare you?
A: No, it didn't. It listened to the trainer. It sat up. It jumped through a hoop.
B: What kind of face did the clown have?
A: First he had a sad face. Then he put on a happy face.
B: Did the clown have a floppy hat?
A: Yes, he did. He also had a funny shirt.
B: Once I met a clown at the supermarket. He gave me a balloon and a lollipop.

Part 2 - The Lamb
A: Did you see the lamb yesterday?
B: No, I didn't. Who had it?
A: (Name) did. His uncle gave it to him.
B: What kind of lamb did he get?
C: I saw the lamb. It had a black nose and a short tail. It cried and cried. It tried to get out.
A: The teacher put the lamb out in the yard. We sat on the porch and watched it.
C: It looked and looked at us.
B: Didn't it run away?
C: No, it didn't. We were worried. We gave it a carrot. It nibbled at the carrot.
A: It stopped crying and (Name) took it home.

EXERCISES:

1.

A:	B:
Did (Name) take the ball?	Yes, he took it.
Did he have a good time?	Yes, he did.
Did (Name) see the clown?	No, he didn't.
Did you sit in the front row?	(etc.)
Did you put your picture away?	
Were they at the circus?	Yes, they were.
	No, they weren't.
Did he give you a balloon?	
Did you meet the clown?	

(In all questions, substitute other names and pronouns.)

2. (Name) saw the lamb at my house.
kitten
(Pronoun) puppy
goat
gave it a carrot.
an apple.
a banana.
took the lamb home.
ball
box
toy
kitten
The teacher had a lamb at her house.
rabbit
mouse
We were worried.
hungry.
tired.
thirsty.
Everyone sat quietly.
up.
down.
on the floor.
on the mat.
on the bench.
around the teacher.
around the tree.

3.

A:	B:
What kind of face did he have?	He had an angry face.
shirt	an orange shirt.
coat	a red coat.
hat	a droopy hat.

4.

A:			B:	
What kind of	puppy	is it?	It's a	police dog.
	flower			hibiscus.
	pet			cat.
	dress			muumuu.

5.

I want to have the same kind of	doll.
	dress.
	toy.
	airplane.
	baseball glove.

6.

A:		B:	
Where did you see the	principal?	I saw him at	school.
meet	mailman?	met	the post office.
	policeman?		the police station.
	fireman?		the fire station.
What did you give	the dog?	I gave	the dog a bone.
	the cat?		the cat a fish.
	your friend?		my friend a present.
	your mother?		my mother a kiss.
Did you take my	truck home?	No, I took my own	truck home.
	painting		painting
	Halloween mask		Halloween mask
	cookie		cookie
Where did you put the	doll?	I put it	in the doll corner.
	airplane?		on the shelf.
	puzzle?		away.
Didn't you have a	red pencil?	No, I had a	green pencil.
	black sweater?		blue sweater.
	sore throat?		sore stomach.
	toothache?		headache.

7.

A:			B:		
Why is	(Name)	crying?	(Name)	pushed	him.
	he			punched	her.
	she			kicked	
				laughed at	
				grabbed	

LESSON IVb - Kindergarten

TARGETS:
1. Declarative "did" (negative and affirmative)
2. Regular past: /-əd/
3. Irregular past: was
4. Lexical item: stay

NOTES:
1. Substitute names of children.
2. Children can make believe they're Tommy and act out some parts.
3. Children can tell what they or someone else failed to do: "I didn't eat my dinner."
4. Tell where someone was yesterday: "Mary was in the park yesterday." Have a second child change the sentence given to the interrogative form: "Was Mary in the park yesterday?" Third child can answer: "Yes, she was." or "No, she wasn't."
5. Children make believe they have pets. They order their pets to stay in a certain spot or stay at home: "Pluto, stay in your box."

DIALOGUE:

Part 1 - A Naughty Kitten

Little Tommy was a very naughty kitten. He didn't obey his mother. He hated to wash up. He didn't like to stay still. He didn't want to learn anything. His mother scolded him every day. Finally one day, he did promise to be good.

Sister: Mew, Mew. Tommy chased me. He pulled my tail.

Mother: He was naughty yesterday, too. He rolled in my garden. Then he took a long nap in it. I had to punish him.

Tommy: I didn't mean to be bad. I wanted to play with Sister.

Mother: Yes. You promised to be good. And you did catch a mouse. I was proud of you.

Tommy: I was a bad kitten. But I'm trying very hard to be good.

Part 2 - Punishment

A: (Name), I didn't see you at the baseball game yesterday. Where were you?

B: I stayed at home with my mother. She didn't let me go.

A: Didn't you want to go?

B: Oh, I wanted to go. My father took my brother.

A: Why didn't he take you?

B: I was naughty. I melted a crayon on the stove.

A: Did your mother spank you?
B: No, she didn't. I was lucky. She just talked to me.

EXERCISES:

1. The cat was hungry.
It pretty.
wet.
black and white.

2. (Name) was in the house.
She in the car.
He with his dog.
I on the porch.
It on the steps.

3. (Name) and (Name) were on the porch.
They on the bed.
You on the slide.
We on the floor.
in the schoolroom.
at school.
at the park.
at home.
down at the beach.
with the teacher.

4. (Name) and (Name) were at the park.
They/We
He/She was
You/I
It

5. We stayed at a hotel yesterday.
home
the beach

6. Please stay still.
in the house.
in the car.
in the classroom.
there.

7. He's staying with his uncle.
sister.
grandmother.
friend.
teacher.

8a. (Substitute names and other pronouns.)
He lighted a match.
She melted a crayon.
He petted the dog.
He patted me on the head.
The pony trotted in the park.
My father needed a new rake.
We hated to go to bed early.

8b. Variation: Teacher uses a pronoun in her model sentence. Children substitute a noun and vice versa.
T: He petted the dog.
C: Dick petted the dog.

9.

(Name)	wanted to	go.
He		stay.
(etc.)		listen.
		learn.

10.

(Name)	didn't want to	listen.
She		play.
He		learn.
They		eat.
		sing.
		obey.
		stay at home.

11.

We	fished	in the pond.	We're	wet!
They	waded		They're	
	landed			
	stayed			

12.

I	kicked	the ball.
	pitched	
	batted	
	bounced	
	pounded	

13.

I	looked	for	you.
	called		him.
	searched		my dog.
	hunted		my little sister.
	shouted		my little brother.
	waited		

LESSON IVc - Kindergarten

TARGETS:
1. Preposition: under
2. Irregular past: made
3. Regular noun plurals: /-s, -z, - z/ endings
4. Noun determiner: many

NOTES:
1. Substitute names of children.
2. The pronunciations of the noun plural endings are determined by the following conditions:
   /- z/ after stems that end in /s z š ž c j/,
   e.g., glasses, watches;
   /-s/ after stems that end in /p t k f θ/, e.g., hops, hits;
   /-z/ after all other stems, viz. those ending in
   /b d g v đ m n ŋ l r/, vowels, and semivowels,
   e.g., bids, goes.
3. Children can ask each other whether they had watched a particular TV program or a community event (parade, etc.). Give short answers.
4. Each child can ask someone: "Did you see my ______ anywhere?" Second child answers: "I saw it under the ______." Or he can come back with another question: "Did you look under the ______?"
5. Each child can ask another child whether he brought a particular item to school. Second child gives a short answer:
   A: Did you bring a raincoat?
   B: No, I didn't./Yes, I did.
6. Teacher tells about having or seeing one thing. Child says he has or sees more than one of that thing, or many:
   T: I have a top.
   C: I have two/many tops.
   (box, dog, watch, dish, pencil, ruler, star, duck, dress, sweater, cat)
7. Teacher asks each child:
   T: What did you or your mother make yesterday?
   C: I made a mud pie. She made a real cake.
8. Song: "Did You Ever See a Lassie?"
9. Use whatever lesson that's appropriate.
10. Class can play a game. Child leaves the room. Teacher picks another child to hide a safety pin or coin under something. The first child is called back in to guess the hiding place. Children use this pattern:

A: I put a pin under something. Where is it?
B: Is it under a chair? (Child gets 3 guesses)
A: No, it isn't. / Yes, it is. (If child doesn't guess: "It's under my shoe.")

11. For extra material refer to "Jump or Jiggle" by Evelyn Beyer. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Co., 1952, p. 88.

DIALOGUE:

Part 1 - Christmas

A: Did you see the Christmas tree in our room?
B: No, I didn't.
A: Come in and look at it.
B: Oh, it's pretty. Did the teacher bring the lights?
A: Yes, she did.
B: Who made the decorations?
A: We helped the teacher. We made the bells and snowflakes.
B: In our class, we made presents for our parents. We wrapped the presents to put under the tree.
A: We have many boxes under our tree at home.
B: I like Christmas.

Part 2 - Halloween

The boys and girls made masks for Halloween. They painted the masks. Some masks looked very scary. Some masks looked funny. Then the boys and girls put the masks on.

Teacher: Ooh! We have many cats and owls in this room.
Child: Yes, and I see many witches and bats, too.
Witch: Hee, hee. I'm a witch. Where's my broom? Cats, bring me my broom. I want to ride on it.
Cats: Where is it?
Witch: I put it under a log.
Owls: Whoo-oo, Whoo-oo. We're owls. We see your broom. Look under that old log.
Witch: Thank you. I'm going to visit many many houses tonight. All you witches, come with me. Bring your cats along.
Bats: We're bats. We want to go with you, too.
Witch: Come along then.

EXERCISES:

1.

We made	cookies	at	school.
	decorations		church.
	leis		home.
	puppets		
	jack-o-lanterns		
	turkeys		
	stars		
	candles		
	snowflakes		
	Santa Clauses		

2.

We	made	Halloween masks	last week.
They		puppets	
		pancakes	
		mud pies	
		sandwiches	

3a.

A: (every day)			B: (yesterday)		
We make	our	teacher angry.	We made	our	teacher angry.
I	my	brother cry.	I	my	brother cry.
		mother happy.			mother happy.
		friend laugh.			friend laugh.

3b.

My	father	made me	wash the dishes.
	mother		feed the dog.
			watch the baby.
			wipe the table.
			apologize.

4.

We saw some	snakes	in the picture books.
	ants	
	ducks	
	parakeets	
	sharks	
	rabbits	

5. Dogs and bears growl.
Witches and birds fly.
Seahorses and fishes swim.
Cats and tigers prowl.
Horses and zebras gallop.

6. (Can be acted out.)
A: A bird is sitting on the fence.
B: Another bird is coming to join him.
C: Now, two birds are sitting on the fence.
(Number in "C" can be changed if more join the first. Can be done either by repeating "B" or by altering "B" to "two (etc.) birds are coming to join him.")

CUES: goat
crab
bug
pup
chick
A dove
An Indian chief

7. A: Did Santa Claus bring you many presents last year?
a doll
a popgun
a story book
many toys

B: Yes, he did.
No, he didn't.

8. We see many dogs every day.
draw pictures
hear airplanes
play games
sing songs

9. We have many guavas at home.
pets
shells
bananas
flowers

10. Let's hide under the house.
crawl
sneak
peek

11. A:
Where's the cockroach?
(Repeat question)

B:
It's under the chair.
desk.
sink.
table.
rug.

12. We saw a centipede under a rock.
ladybug leaf.
snail board.
worm log.
mantis bush.

LESSON Va - Kindergarten

TARGETS: 1. Third person singular present tense: /-s, -z, -əz/

NOTES:
1. The pronunciations of the 3rd person singular present tense verb endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVc.
2. Each child tells what a member of his family does every day: "My sister cooks dinner every day."
3. Each child tells what different animals do: "The dog barks at me."
4. Each child tells what different workers do every day: "A policeman rides in his car."
5. Children can make up sentences about what their fingers do: "This little finger points at you." "This thumb turns a page," etc.
6. For extra material use "A Goblin Lives in Our House" by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Co., 1952, p. 132.

DIALOGUE:

Part 1 - My Family
Father works at the wharf.
 He loads a truck.
Mother works at home.
 She cleans and cooks.
Sister helps mother.
 She washes and irons.
Brother helps father.
 He weeds the garden.
Baby plays in his playpen.
 He hugs his Teddy Bear.
I come to school.
 I learn to play with everyone.

Part 2 - What They Do
A duck splashes around in a pond.
A mongoose hides in a hole.
mynah bird chatters all day long.
A lizard waits very quietly for a bug.
A chicken scratches for a worm.
A dog digs a hole.
A lazy cat sleeps on the porch.
A bumblebee buzzes around a boy and chases him away.

After Lesson Va: Teacher can ask these questions after using the poem "Jump or Jiggle": What does a frog do? -- "A frog jumps." What does a caterpillar do? -- "A caterpillar humps." (worm, bug, rabbit, horse, snake, seagull, mouse, deer, puppy, kitten, lion, boy, girl)

EXERCISES:

1. My mother helps me.
my brother.
sister.
friend.

2. My cat sleeps in a basket.
on the porch.
on my chair.
with me.
in the truck.

3. (Name) runs around the park.
through the yard.
like a deer.
in the park.

4. He rides on a motorcycle.
in the back seat.
with his father.
in a car.
in/on an airplane.

5. My friend watches her dog.
the airplane in the sky.
my baby sister.

6. She walks to school every day.
He rides
runs
goes

7. The teacher watches us at recess.
holds an umbrella.
swings with us.
plays with us.
sits and talks.

8.

He	works	at home.
She	swims	at the beach.
My father	walks	in the park.
My friend	pets	the brown dog.
A girl	hides	the basket.
A boy	catches	the butterfly.
	bounces	the ball.

LESSON Vb - Kindergarten

TARGETS:
1. Interrogative "do-does"
2. Predicate substitutes "do-does/don't-doesn't"
3. Lexical item: ask
4. Irregular 3rd person singular verb: has

NOTES:
1. Substitute names of children.

2a. One child asks another child if he does or likes something: "(Name), do you swim?"

2b. One child asks a second child about another child. Second child gives a short answer:
A: Does (Name) know the new game?
B: Yes, he does. or No, he doesn't.

3. "Doggie, Doggie, someone took your bone."
One child sits with back to class. An eraser (bone) is placed on the floor behind him. Teacher points to another child who creeps up to steal the bone. When the child is back in his place, the class chants:
"Doggie, Doggie, someone took your bone."
Doggie has three chances. Asks each child in turn:
"Do you have my bone?"
Child answers: "Yes, I do. /No, I don't."
After three wrong guesses, Doggie can ask:
"Who has my bone?" Child answers: "I do."
The "thief" is always the next Doggie.

4. Children can sing "Do You Know the Muffin Man?" and make up their own words.

5. For extra material: Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952.
   a) "Cat" by Mary Britton Miller, p. 48.
   b) "What Does the Bee Do?" by Christina Rossetti, p. 4.

DIALOGUE:

Part 1 - A Pet
A: Do you have a pet at home?
B: Yes, I do. Do you?
A: Yes. I have a puppy . . . and my brother has a kitten.
B: Does your puppy cry at night?
A: No, he doesn't.
B: I have a puppy and he does. My father is always scolding him.
A: Do you know how to keep him quiet?
B: No, I don't.

A: Well, he misses his mother. So wrap a blanket around a clock. Put it in the box with your puppy. It sounds like his mother. I did that with my puppy. Then my puppy didn't cry at night.

Part 2 - A Camping Trip

A: Do you want to go camping with us?
B: Yes, I do. Where are you going?
A: We're going to Hapuna. Do you have a sleeping bag?
B: No, I don't. Does your mother have an extra bag for me?
A: Yes, she does. She has an extra bag. Ask your mother for a blanket. Does your father take you camping?
B: No, he doesn't. He works every Saturday.

EXERCISES:

1.

	A:		B:
Does	your father	work on Sunday?	Yes, he does.
	he	go fishing?	No, he doesn't.
	your mother	drive a car?	Yes, she does.
	she	go to Kona often?	No, she doesn't.
		like to swim?	(etc.)

2.

	A:			B:
Does	(Name)	like to	swim?	Yes, he does.
	the dog		play?	No, she doesn't.
	she		jump?	Yes, she does.
	he		slide?	No, he doesn't.

3.

	A:				B:
Do	you	have a	pet	at home?	Yes, I/we do.
	they		puppy		No, they don't.
	Robert and Lani		bunny		Yes, they do.
			monkey		(etc.)
			duck		

4.

	A:			B:
Do	you	need a new	pencil?	Yes, I/we do.
	they		desk?	No, they don't.
			puzzle?	(etc.)
			toothbrush?	
			pet?	

5.

Do Todd and Billy	want to	play?
Does he/she		run?
Do they		hum a song?
Do you		

6.

Do	you	want to go	to town	with them?
Does	he/she		camping	
Does	Johnny		swimming	
Do	they		fishing	
Do	Mary and Billy			

7.

A:			B:	
Do	you	sing well?	Yes, _____	do.
Does	he/she	paint	Yes, _____	does.
	Mary	draw	No, _____	doesn't.
	they	cut	No, _____	don't.
	Kimo and Beverly			

8.

We're going to ask	her	to swim	with us.
	him	to camp	
	them	to jump	
		to ride	

9.

Do you want to ask your	mother?
	father?
	sister?
	teacher?
	brother?
	friend?

10.

A:			B:	
Does	(Name) have a	sandwich?	Yes, he has many	sandwiches.
	he	pencil?		pencils.
	she	stick?		sticks.
		ribbon?		ribbons.
		bandage?		bandages.

11.

A:			B:		
I	have a good	time every day.	He	has a good	time every day too.
We		breakfast	She		breakfast
		lunch	(Name)		lunch
		dinner			dinner
		appetite			appetite
		laugh			laugh

12.

My father has a new	car.
	job.
	hammer.
	hunting dog.
	lawnmower.
	fishing pole.

LESSON Vc - Kindergarten

TARGETS:
1. Negative declarative "don't-doesn't"
2. Negative interrogative "don't-doesn't"

NOTES:
1. Substitute names of children to avoid confusion as to who is talking.
2. Children can tell what they don't like or want to do: "I don't want/like to paint." Then another child can say what the first child doesn't like or want to do: "Mary doesn't like/want to paint."
3. Children can ask each other about someone: "Doesn't Mary need a pencil?" "Don't you want to play?" Another child can give a short answer: "Yes, she does. / No, she doesn't." or "Yes, I do. /No, I don't."
4. Game: "Button, Button"
   All the children sit with their hands before them, cupped. One child is "It". The teacher, or another child, has a button or any small object in her cupped hands. She goes around the room, placing her cupped hands over those of all the children. One child receives the button. "It" tries to guess who has the button. He has three guesses. The person with the button becomes the next "It".
   "It": (Name), do you have the button?
   A: No, I don't. /Yes, I do.
   (If his three guesses are wrong, "It" asks: "Who has the button?"
   C: I do. I have the button.

DIALOGUE:

Part 1 - A Pet at Home

A: Do you have a pet at home?
B: I do.
C: I do, too.
B: I have a pet dog. My dog doesn't like to stay in his house. He likes to sleep in the yard.
C: I keep my parakeet in its cage.
D: Doesn't your parakeet try to get out?
C: No, it doesn't. It feels safe in its cage.
D: I have a turtle for a pet. My turtle doesn't like to stay in its bowl. It tries to crawl out every day.
B: Don't you have it in a turtle dish?
D: No, I don't. I use a piepan.

B: I have a turtle dish. Why don't you use it for your turtle?
D: Thank you.

Part 2 - Recess
A: I hear the recess bell. Let's go out to play.
B: I don't want to go out.
A: Don't you want to play on the jungle gym today?
B: No, I don't. I want to play in here.
A: The teacher doesn't want us to play in here at recess. Let's play on the slide.
B: I don't want to play on the slide.
A: Doesn't (Name) have a jump rope? Let's ask her to let us play with it. Don't you want to do that?
B: Okay, let's ask her.

EXERCISES:

1. I don't want to play any more.
draw
sing
color

2. We don't have a bulldog at home.
They turtle
parakeet
duck
pig
truck
jungle gym
pet
broom
book

3. You don't have to sit down now.
sing
talk
push
sleep

4. I don't need a new pencil.
You dress.
We shirt.
They sweater.

5. Mary doesn't like apples.
He tomatoes.
She oranges.
peaches.
grapes.

6.

A	lion	doesn't	bark,	but it	growls.
	rabbit		swim,		hops.
	worm		hop,		crawls.
	fish		run,		flies.
	dog		mew,		barks.
	horse		crawl,		gallops.

7.

He	doesn't eat	his	lunch.
She	doesn't have	a	cushion.
(Name)			room.
			broom.
			book.

8.

A:					B:
Don't	you	have to stop	coloring	now?	Yes, I do.
	we		playing		No, we don't.
	they		making noise		Yes, they do.
	I		running		No, you don't.
	Bill and Mary		pulling		(etc.)
			pushing		

9.

A:				B:
Doesn't	Roy	want to	play?	No, he doesn't.
	she		cook?	Yes, she does.
	he		run?	(etc.)
			jump?	
			look?	
			sing?	

10.

A:				B:
Doesn't	he	have to	clean the table?	Yes, he does.
Don't	I		pull the wagon?	No, you don't.
	you	want to	hook a fish?	Yes, I do.
	we		go on the roof?	No, we don't.
	she		look at a book?	(etc.)
	John			
	they			
	(Name) and (Name)			

LESSON Vd - Kindergarten

TARGETS:
1. Preposition: after
2. Strengthening the use of "do-does" in the negative interrogative and negative declarative

NOTES:
1. Substitute names of children.
2. Use transfer exercises suggested in Vc.
3. Children tell what they do "after school," "after a nap," "after recess."
4. For extra material use "Action Rhyme" by E. H. Adams. Choral Speaking. Honolulu, Hawaii: Department of Education, 1964. (Children can pretend to be policemen.)

DIALOGUE:

Going to the Dentist
A: Hi, (Name). Where are you going?
B: Hi, (Name). I'm going to the park to watch the baseball game. Don't you want to come with me?
A: Yes, I do.
B: Why don't you ask your mother.
(Name) goes to ask his mother. He comes back.)
A: My mother doesn't want me to go now. I have to go to the dentist this afternoon. I don't mind going to the dentist.
B: I do. Doesn't the dentist scare you?
A: No, he doesn't. He's very careful not to hurt me.
B: I don't have a cavity now. I brush after every meal. I learned that from TV.

EXERCISES:

1.

A:		B:
Doesn't (Name) like to	swim?	Yes, she does.
	throw a ball?	No, he doesn't.
	run?	(etc.)
	slide?	
	swing on the jungle gym?	

2.

A:		B:
Don't you have a	thick rug?	Yes, I do.
	thin pencil?	No, I don't.
	thin book?	(etc.)
	new bathtub?	
	sore throat?	
	sore thumb?	

3. He doesn't listen to his mother.
She her father.
sister.
teacher.
brother.
(Name) doesn't want to slide any more.
catch
run
listen
watch
throw
jump

4. They don't want to swim any more.
We slide
run
swing
read
listen
jump

5. (Teacher: Change subject. Have children choose "don't" or "doesn't".)

A:			B:	
Don't	(Name)	have a new slide?	No, ____	don't.
Doesn't	they		No, ____	doesn't.
	he/she		Yes,____	do.
	we		Yes,____	does.
	you			
	the school			
	(Name) and (Name)			

6. (Pronoun) doesn't want to play after the class.
work the game.
stay the movies.
go home the show.
draw the puppet show.
paint
swim

LESSON VIa - Kindergarten

TARGETS: 1. Modals:
- a. may (to ask permission) - interrogative, predicate substitute, negative and affirmative declarative
- b. can - interrogative, predicate substitute, affirmative and negative declarative

2. Noun substitute: much

NOTES: 1. Each child can ask to bring something or someone else to the party. Another child can give a reason for approving or disapproving the request.

2. Each child can ask another child if he can do something. Second child gives short answers:
A: Can you swim?
B: Yes, I can. /No, I can't.

3. Each child names an animal and tells what it can do and can't do: "A dog can bark. It can't fly."

4. "Can" and "may" may be used interchangeably in asking permission.

5. Underlined sentences may be left out if dialogue is too long.

DIALOGUE:

A Birthday Party

Can we invite only boys and girls to our birthday parties? Can we invite our pets? Sure, we can. We can pretend. We can have a make-believe birthday party. And we can invite our animal friends.

A: I'm having a party next week. Can you come?
B: Yes, I can. May I bring a friend?
A: Yes, you may. Who's your friend?
B: My friend's a dog.
A: Oh, no, you can't bring a dog. A dog eats too much.
B: May I bring some other friend?
A: Yes, you may bring someone else. Who's your friend?
B: My friend's a mongoose.
A: Oh, no. You may not bring a mongoose to my party. A mongoose is too sneaky.
B: Can I bring someone else then?
A: Yes, you can. Who is it?
B: It's a mynah bird.
A: Oh, no. You can't bring a mynah bird to my party. It talks too much.

B: Then may I bring another friend?
A: Yes, you may. Who's your friend?
B: She's a new girl in my class. She's very lonely.
A: You can bring your friend to my party. I want to meet her.

EXTRA MATERIAL:

I Can Fly - Ruth Krauss
A bird can fly.
So can I.
A cow can moo.
I can too.
I can squirm
Like a worm.
I can grab.
Like a crab.
Crunch, crunch, crunch,
I'm a goat out to lunch.
Who can walk like a bug?
Me! Ug, ug.
Who's busy like a bee?
Me, me, me.

(Reprinted by permission from I Can Fly by Ruth Krauss, (c) copyright 1966 by Western Publishing Company, Inc.)

EXERCISES:

	A:	B:
1.	Can a bird fly?	Yes, it can.
	kite jump?	No, it can't. (Have the child say what it can do.)
	flea scratch?	
	an elephant dance?	
	ant sting?	
2.	A:	B:
	Can you wrinkle your nose?	No, I can't.
	snap your fingers?	Yes, I can. (Have the child perform the act.)
	stand on one foot?	
	stand on your head?	
	make a sound like a horse?	
	mouse?	
	duck?	

3.

A:	B:
May I write on the blackboard?	No, you may not.
bring three friends?	No, you can't.
run around the room?	Yes, you may. (Let the child perform the act.)
get a book?	

4.

He	can't	eat	much.
She		read	
We		say	
They		talk	
He	doesn't	want	
		sleep	
		read	
		take	
		weigh	

5.

Question:	Answer:
Why is the dog so fat?	It eats too much.
Why does Johnny always have to stay after school?	He plays too much.
Why does Johnny have a sore throat?	He talks too much.
Why are the eyes of the baby so red?	He cries too much.
Why is Johnny tired?	He sleeps/sits too much.

6.

You	may	eat	now.
	may not	play	
		leave	
		bring your friend.	
		swim there.	
		play with the	dog.
			toy.

* * * * * * *

LESSON VIb - Kindergarten

TARGETS: 1. Modals:
- a. will - interrogative, predicate substitute, affirmative declarative
- b. shall - interrogative with first person pronouns

NOTES: 1. Substitute names of other children.
2. Let each child ask another child to do something with him. Second child answers with an affirmative predicate substitute:

A: Will you be my jumping partner?
B: Yes, I will.
(When the answer is negative, the second child can say that he'll substitute with something else.)
B: But I'll turn the rope for you.

3. Each child can ask another child or teacher if he can do something for him: "Shall I bring you a chair?"
4. Teacher tells each child:
   T: You have three wishes. What will you wish for?
   C: I'll wish for a doll.
5. The teacher lists a number of "jobs" that need to be done around the classroom. She asks for volunteers. Each child volunteers for a job: "I'll wipe the tables."
6. For extra material use "What Shall I Buy?" Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 75.

DIALOGUE:

Playmates
A: Hi, Paul. Can you come out to play with me?
B: Hi, James. I don't know. Will you ask my mother?
A: Okay. Mrs. Kagawa, may Paul play with me?
Mrs. Kagawa: Yes, he may. But he can't play on the street.
A: We won't. Can he come to my yard? We'll be careful. We'll stay in the yard.
Mrs. Kagawa: Yes, he can.
A: What shall we do? Shall we play cowboys and Indians?
B: We can't. We need Indians.
A: I know. Shall we practice catching? Will you throw the ball to me?
B: Yes, I will. That sounds good.

EXERCISES:

1. Will		you	go	with me?
		he	leave	
		she	walk	
		they	come	
		John	play	
		Mary	ride	
	the	teacher	stay	
			sing	
			dance	

2. Will you help me?
tell
kick
hit
shove
carry
ask
pinch
hug
scratch
hold
watch
tickle
kiss
touch
bump

3. Will you bring a friend?
cockroach?
kitten?
coconut?
cow?
goat?
dog?
mynah bird?
duck?
mango?
worm?
bug?
mongoose?
spider?
guinea pig?
papaya?
crab?

4. Will you walk to the door?
he crawl
she jump
they hop
you run
Jacob skip
Leilani

5. Practice answers to all the questions.

6.

	A:			B:	
Will	you	go?	Yes,	I	will.
	he/she	come?		he/she	
	they	stay		they	
	the teacher	leave?		the teacher	
	John	play?		John	
	Mary	sing?		Mary	
	we	walk?		we	

7.

Will	you	help me now?	I	can't, but she will.
	they		They	
	he		He	
	John		John	

8. Situation: One child at a time acts as an announcer. Names two students and tells the class what they'll do. Teacher models initial patterns for the children.

Announcer: We'll watch (Name) and (Name).
They'll jump.
hop.
skip.
blink.
wink.
twirl.
bow.
turn around.
clap.
stand up and stretch.

9. A: I'll ask you to do something, class. Will you do it?
B: Yes, we will.
A: Will you roll your eyes? (Students all roll their eyes.)
(Teacher turns over exercise to the students who must ask, one by one, the same questions and act out the responses.)

CUES: wrinkle your nose
snap your fingers
raise your eyebrows
move your chin
grin

10. We'll leave tomorrow.
I'll go
He'll play
She'll sing
They'll dance
You'll swim
fish

11. We'll roll our eyes. Then we'll hop.
(Teacher gives first cues. Then students must choose the next cues. They are practiced orally, individually and chorally, after they have been acted out.)

12. Shall I sing for you?
we cook
dance
play

13. Shall I sweep the room now?
we wipe the table
take a nap
go out to play
paint a picture

14. Shall I look for the puppy?
we bulldog?
parakeet?
kitten?

* * * * * * *

LESSON VIc - Kindergarten

TARGETS:
1. Modals:
   a. would - interrogative, affirmative predicate substitute, affirmative declarative
   b. could - interrogative, affirmative predicate substitute, affirmative declarative
   c. may-might (to express possibility) - affirmative and negative declarative
2. Strengthening the use of the lexical item "stay"

NOTES:
1. "Would" and "could" may be used interchangeably in a question like this: "Could you help me with this?"
2. "May" and "might" can be used interchangeably in a statement like this: "I may go to Honolulu next week."
3. Each child tells about the possibility of doing something or going somewhere. Another child can transform it to the negative form: "I may/might go to Honolulu."
4. Use drawings or magazine pictures depicting activity. Child called would ask if another wanted to do the activity with him: "Would you like to jump with me?" Second child responds appropriately.
5. One child asks another child if he could do something last year. Child asked could answer with "Yes, I could./No." A child who could do that can pipe in with the fact:

A: Could you tie your shoelaces last year?
B: Yes, I could. /No.
C: I could tie my shoelaces last year.

6. Children pretend that there's a pet shop. The teacher can provide pictures of different kinds of animals suitable for pets. Children can take turns being shopkeepers and customers:

Shopkeeper: Would you like to buy a parrot?
Customer: Does it talk? (Ask whether the animal can do something.)
Shopkeeper: Yes, it talks.
Customer: I'll buy it. /I don't want a parrot.

DIALOGUE:

Pinky Rabbit

Boys and girls, do you help your mothers? Sometimes you may not be able to help. You may be busy. Pinky Rabbit wanted to play first. But he changed his mind. He decided to help his mother.

Mother: Pinky, would you help me clean our yard?
Pinky: I would, Mother, but I can't. Timothy Rabbit's coming to visit me. Could I help you later?
Mother: Yes, you could. Would you please throw this empty box away now?
Pinky: I may need it later. Could I keep it in my room instead?
Mother: You can. What will you and Timothy do?
Pinky: We could play hide and seek. But we might go looking for some carrots.
Mother: Would you like some cookies to take with you?
Pinky: I'd like that. We may not go. We might stay here to help you. Would you like us to do that?
Mother: Yes, I would. That would be nice.

EXERCISES:

1. Would you help me?
sit down?
carry this?
bring it?
stand up?
sit in a circle?
clear your desks?
take out your coloring books?
like to sing now?
come with me?

Would you go to your seat?
listen and not talk?
repeat after me?

2a. (Variation of #1, stronger, more polite.)
Would you please be very quiet?
listen carefully?
bring your chairs?
open/close the window?
come to the front of the room?
go back to your seats now?

2b. (Person asked can perform action.)
Would you wrinkle your nose?
snap your fingers?
wiggle your ears?
hold up your hand?
raise your eyebrows?
cover your eyes?
fold your arms?
tap your shoulders?
pull your ears?
blink?
wink?
hop?

3. (Each child to answer: "Yes, I would.")
Would you like some cookies?
nuts?
hot dogs?
crackers?
Would you like to visit her?
see it?
hear it?
go?
come?
play?
sing?
share it with us?
take us to it?
hold it for me?
find it for us?
swim?
Would you like to go shopping?
surfing?
picnicking?
swimming?

4. The teacher gives the children a sentence, followed by a name or several names. The children must choose the appropriate pronoun and answer: "________ would too."

T: John would like to go to the fair. ...Mary and Suzie
C: They would too.
T: Henry would like to help me. ...Leilani
C: She would too.

(The teacher should interrupt from time to time to ask what the predicate substitute "would" refers to in the sentence: "What does 'would' mean here?" Humorous possibilities should be exploited whenever possible.)

5.

A:			B:
Could you see the	stars	last night?	Yes, I could.
	moon		No. But I could on Sunday night.

6.

A:		B:
Could you hear us	jumping?	Yes, I could.
	talking?	No.
	singing?	
	shouting?	
	fighting?	
	playing?	
	whispering?	
	yelling?	

7. A: What could we do to help the teacher?
B: I could dust the room.
sweep
mop
C: I could, too.

8.

A:			B:
Could you bring your	pet	to school?	Yes, I could.
	brother		No.
	mother		
	sweater		
	jacket		

9. A: What could we do to help mother?
B: I could water the yard.
pick the flowers.
finish my lunch.
watch the baby.
go to the store.
C: I could, too.

10. A horse named Ginny could whinny.
A frog named Doak could croak.
A cat named Sir could purr.
A dove named Lou could coo.
A chick named Puck could cluck.
A mouse named Slim could swim.

10a. (Give name of animal as cue. Children say what it could do.)
T: ...Ginny
C: Ginny could whinny.

10b. (Ask question as cue.)
T: Who could whinny?
C: Ginny could.

11. I may bring my pet rabbit tomorrow.
tell you a story this afternoon.
ask you to help me.
sing a song tomorrow.
borrow your pencil some time.
go to Honolulu tomorrow.
be sick tomorrow.

12. Children repeat after the teacher. Same statements as #11, with substitution of "might" for "may".

13. Change to the negative:
T: He might go to Kona tomorrow.
C: He might not go to Kona tomorrow.
CUES: You might wear a lei tonight.
He visit me today.
They play with me.
We paint today.
John live with us.
She tell us a story.
(Name) leave next week.
go outside.

14. A: I'm going to touch the spider.
frog.
cockroach.
lizard.
cat.
B: It might jump at you.
A: It might and it might not.

15. The cockroach might crawl away.
horse gallop
cat sneak
fly fly
ant march
dog run

16. Listen to the story. A little boy is leaving his house.

"Blackie, I want you to stay here. You can't go to school with me. A dog has to stay at home. Stay here and wait for me.

"Bugsy, you have to stay at home, too. A rabbit can't go to school. You have to stay at home with Blackie. Stay here with Blackie and wait for me.

"Fuzzy, I want you to stay here. A kitten can't go to school. You have to stay at home with Blackie and Bugsy. I'll be home after school. Stay here and wait for me."

Questions to ask:

1. What is the boy doing?
2. Where is he going?
3. To whom is he talking?
4. Do you have any pets?
5. What did the boy tell the dog?
6. Where is your pet/are your pets now?

17.	We usually stay	half an hour.
		for the weekend.
		a whole day.
		a short time.
		overnight.
		two hours.
		one day.
		a day.
		four days.

18.	He	is staying	with	us.
	She			them.
	Al			my friend.
	My auntie			my sister.
				my cousin.
	They	are staying	at	our house.

19.	My	dog	stays at home every day.
		cat	
		rabbit	
		turtle	
		goose	
		horse	
		cow	
		mouse	
		rat	

LESSON VId - Kindergarten

TARGETS:
1. Modals:
   a. should - interrogative, predicate substitute, affirmative and negative declarative
   b. must - affirmative and negative declarative
2. Irregular plural: children
3. Possessive pronoun: their

NOTES:
1. Substitute names of children.
2. Ask children to tell what they have to do "to grow up strong and healthy": "We must go to bed early."
3. Each child tells about a safety rule, using either "mustn't," "should," or "shouldn't":
   "We mustn't play with matches."
   "We should obey the JPO."
   "We shouldn't play in the streets."
4. Each child asks a question beginning with "should". Second child gives a negative or affirmative answer. Questions can pertain to health, safety, or school rules:
   A: Should boys and girls exercise every day?
   B: Yes, they should.
5. Role playing: One student acts as a naughty pet; another as owner. "Pet" does something naughty. "Owner" tells what he must or mustn't do.
6. Paper bag puppets introduced as new students entering kindergarten. Each child tells the new pupil how they "should" or "shouldn't" behave in class.
7. Cutouts of persons. Feltboard used for objects that belong to them. Each child gets a picture to place on their board and, as he does so, he says, "This is their dog," etc.

DIALOGUE:

Good Manners

Should boys and girls listen to their parents? Should they listen to their teacher? Yes, they should. What else should good boys and girls do?

A: We must always be polite.
B: We shouldn't forget to say, "Please," and "Thank you."
A: We should try to be kind to everyone.
B: We mustn't say mean (unkind) things to other children.
A: Should we talk nicely only to our friends?
B: No, we shouldn't. We should be nice to everyone.

A: We should try to help others. We mustn't be selfish.
B: My mother always tells me the same thing. I must remember that.

EXTRA MATERIAL:

1. (The following to be sung to the tune of "Skip to M'Lou".)
We must go to school today, (Repeat 3 times)
Today is another school day.

We mustn't go to school today, (Repeat 3 times)
Today is not a school day.

Should we bring our books to school? (Repeat 3 times)
Yes, we should. Of course, we should.

Should we bring our pets to school? (Repeat 3 times)
No, we shouldn't. Of course, we shouldn't.

2. (To be sung to the tune of "The Children's Marching Song".)
Come with me (beckon)
And you'll see (point to eyes)
The Three Stooges on TV (hold 3 fingers up)
Chorus: With a clap, clap, tap, tap, nod your head and blink,
We can do it quick as a wink.
(Children can make the noises indicated in the chorus and do the winking and blinking and nodding.)

I will go (point to oneself)
To the store (point away)
But I can't get out the door (shake head "no")
Chorus --

Birds can fly (wave arms)
Up in the sky (point to the sky)
I like watching them fly by (shade eyes to see)
Chorus --

Fishes can swim (hands together in wiggling motion)
So can we " " " "
We can both swim in the sea (hands out then in hula motion for sea)
Chorus --

The mongoose sneaks (tiptoes sneaking motion)
He's hard to see (shade eyes and shake head "no")
He likes to run quietly (index finger at lips)
    Chorus --

The dark clouds come (use hula motions)
We should know " " "
Raindrops will fall and the wind will blow
    Chorus --

EXERCISES:

1.

A:		B:
Should we	wash our hands every day?	Yes, we should.
	keep our room neat?	No, we shouldn't.
	help our mothers?	
	share our toys?	
	scrape our plates?	
	obey the JPO?	
	be quiet?	

2.

A:			B:
Should	he	study his lesson?	Yes, ____ should.
	we	work in the garden?	No, ____ shouldn't.
	she	watch the movie?	(etc.)
	they	listen to the record?	
	John	leave for school?	
	she	play outside?	
	(Names)	feed their kitten?	
	Frank	help his mother?	
	they	play the game?	
		sing the song?	
		clean the room?	

3.

He just had	something to eat.	He shouldn't be	hungry.
	drink.		thirsty.
	a rest.		tired.
	a nap.		sleepy.
He just started.			finished.

4.

He should be	studying his lesson.	He shouldn't be	playing.
	working in the garden.		sleeping.
	watching the movie.		drawing.
	listening to the record.		talking.
	leaving for school.		dressing.
	washing his hands.		eating.
	playing outside.		sitting.
	feeding his kitten.		playing.

He should be helping his mother. He shouldn't be sitting.
cleaning the room. leaving.
singing the song. talking.
playing the game. eating.

5. Let's talk about cleaning up our room. What should we do?
(Students encouraged to think of all the things they should do.)

6. Bill is a child. Mary is a child. Bill and Mary are children.

7. A boy is a child. A girl is a child. Boys and girls are children.

8. The children are playing outside.
in the park.
at the beach.
on the porch.
in the classroom.

9. Today is not a school day. We mustn't go to school.
Today we have a fire drill. run.
film. talk.
meeting. be late.
surprise. tell anyone.
Today we will see a pet turtle. scare it.
The teacher is helping Linda. bother them.

10. We must wash our hands every day.
scrape our plates
clean our desks
eat our lunches
listen carefully
take a bath
feed our pets
share our toys
take a nap

11. You must go to school today.
He the doctor
She the dentist
They the cafeteria
I the store
Mother the market

12. The dog belongs to Bill and Josie. They like their dog.
The cat June and Charlie. cat.
The horse Frank and Sue. horse.
The car Mr. and Mrs. ___ car.
The painting the kindergarten children. painting.
The bicycle Gary and Frank. bicycle.
The football Johnny and Jimmy. football.

13.	The coat belongs to	Jim.	It's	his coat.
	kitten	us.		our kitten.
	sweater	Jane.		her sweater.
	ball	Fred.		his ball.
	dog	Bill and Josie.		their dog.
	coat	Sally.		her coat.
	cat	June and Charlie.		their cat.
	This painting	you.		your painting.

14. Jim and Jane are looking for their cat.
dog.
brother.
father.
bikes.
teachers.

* * * * * * *

LESSON VIe - Kindergarten

TARGETS:
1. Modals: ought to - affirmative declarative
2. Prepositions: ahead of, over, about, behind, into, by
3. Objective pronoun: them (referring to inanimate objects)
4. Reflexive pronoun: yourself

NOTES:
1. Substitute names of children.
2. Let children tell what they ought to do to keep safe and to grow strong and healthy.
3. Teacher, or another child, tells about losing objects. Children tell about seeing them, using the pronoun:
   T: I can't find my books.
   C: I saw them on the porch.
   CUES: slippers, pencils, beads, puzzles, crayons, jacks, blocks, cards
4. Let each child tell what he can jump over:
   "I can jump over a chair."
5. Let each child tell what a particular book or story is about, or what a TV program is about:
   A: The story was about three pigs.
   B: The program was about a dog.
6. Let each child tell another child to do something alone without any help. Or ask if he can:
   A: Terri, find yourself a partner.
   B: Can you find yourself a partner?

7. Line children up. Each child tells who's "ahead of" or who's "behind" him:
   A: Harry's ahead of me.
   B: John's behind me.
8. Children can play a game:
   T: I'm going to hide this card/pin behind something. You'll have to guess its hiding place.
   C: Is it behind a book?
   T: No, it's not behind a book. /Yes, it's behind this book.
   (Children can take turns hiding object as others keep eyes closed.)
9. Another game: One child sits on a chair facing a wall or blackboard and closes his eyes. Teacher points to another child who tiptoes to the child on the chair and waits. Child on chair asks: "Who's behind me?" Child standing uses a false voice and answers: "I'm behind you." Child on chair asks the class: "Is (Name) behind me?" Class answers: "Yes. /No." Three guesses are allowed. The child can try to disguise his voice, but he must speak loudly and clearly.
10. Teacher or children toss things into a box. Each child guesses who tossed what into the box:
   "(Name) tossed a doll into the box."
11. For extra material use "Whose Bird Am I?" Merry-Go-Round. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966, p. 30.

DIALOGUE:

Rules for the Slide

Do you like to play on the slide? You can have a good time by yourself. But you ought to be careful. Here are some things to remember.

A: I like riding the slide. I can go down very fast.
B: But you must be careful. You might hurt yourself.
A: You're right. We ought to think of some rules. Can you think of some?
B: Yes, I can. You ought to watch out for the person ahead of you. You shouldn't follow too closely behind someone else. You might bump into him.
A: You ought to give everyone a chance to slide.
B: We mustn't stay at the bottom of the slide.
A: We mustn't lean over the railing at the top of the slide.

B: Boys ought to let girls go first.
A: Let's tell the teacher about our rules. We can share them with the other children.

EXERCISES:

1. You ought to be careful.
He
She
We
They
Henry

2. We ought to think of some rules.
songs.
games.
names.
stories.
riddles.
rhymes.

3. You ought to watch out for the person ahead of you.
a big wave at the beach.
the person behind you.
centipedes at night.

4. You ought to give everyone a chance to slide.
to jump.
to guess.
to go first.
to sing.
to play.
to speak.
to dance.

5. Boys ought to let girls go first.
eat
play
slide
jump rope

6. (Name) was ahead of (Name) on the slide.
in the race.
in the line for lunch.

7. The girls were ahead of the boys in the race.
boys the girls
teachers the children
1st graders the kindergarten class

8. (Looking at an appropriate chart of animals:)
"What is ahead of the horse?"
"The ________ is ahead of the horse."
(etc.)
9. You mustn't lean over the railing.
He/She
We/They
I/Children
10. A dog can jump over a fence.
chair.
wall.
puddle.
11. I/You saw a pole on the ground. I jumped over it.
He/She bat (etc.)
We/They box
(Name)
12. I jumped over the coat.
rock.
ball.
shoe.
bone.
13. He tossed the ball over the house.
the building.
her head.
his head.
the fence.
the river.
14. The balloon is flying over the house.
plane our heads.
dove the bay.
cardinal the tree.
kite the river.
mynah bird the nest.
15. The story was about three little pigs.
rules for the slide.
the slide.
the sea.
16. Let's tell (Name) about the rules.
story.
slide.
movie.
program.
game.

17. I'm happy about my pet.
worried baby sister.
baby brother.
the picnic.

18. He's thinking about the movie.
She's dreaming birthday cake.
crying lost ring.

19. The mongoose scooted behind the rock.
rat
dog
cat

20.

A:	B:
Where is (Name)?	He's playing behind the garage.
	cutting the trees
	mowing the lawn
	watering the flowers
	digging some holes

21. The bird is hiding behind the tree.
standing
singing
sitting
hopping

22.

A:	B:
Is he hiding behind the house?	Yes, he/it/she is.
the dog school?	No, he/it/she isn't.
your sister tree?	
bushes?	
building?	

23. You ought to sleep by yourself.
work
stay
sit
walk

24.

A:	B:
May I sit by you?	Yes, you may sit by me.
the window?	the window.
teacher?	teacher.
piano?	piano.

25. Please wait by the door.
stand table.
chalkboard.

26. My dog always waits for me by the front steps.
stop sign.
tree.
mailbox.

27. We can travel by boat.
bus.
car.
bicycle.
truck.
airplane.

28. A milk truck goes by our house every day.
school bus
cane truck
tour bus

29. A: Where are my puzzles?
kite and marbles?
blocks?
sweater and socks?
trucks?
racing cars?
top and jacks?
B: I put them on your bed.
C: What did you put on his bed?
B: His puzzles.

30. A: What do you have?
B: I have some apples. (Name) gave them to me.
cookies.
oranges.
crayons.
books.
pencils.

31. A: What do you have?
B: I have an apple and an orange. I took them from the basket.
an egg and a carrot.
a cookie and a tomato.
a banana and a peach.
a mango and a papaya.
box.

32.

A:	B:
Why are you crying?	I bumped into the swing. door. J. P. O. him.

33. My baby brother climbed into bed with me.
baby sister crawled
dog jumped
cat hopped

34. (Tell someone to do something alone:)
(Name), find yourself a _______.
build

35. A: (Name), will you help me find a _______?
build

B: I can't help you now. Find it yourself.
Build

36. (Name), tell us something funny about yourself.
sing a funny song
tell a story

37. A: Why shouldn't you slide headfirst?
slide backwards?
slide two at a time?
run on the porch?
play with matches?
lean over the railing?
stay at the bottom of the slide?

B: You might hurt yourself.

* * * * * * *

LESSON VIf - Kindergarten

TARGETS:
1. Modals: could - negative predicate substitute,
negative declarative
2. Noun determiner: a lot of
3. Irregular past: taught

NOTES:
1. Substitute names of children.
2. Let each child tell about the one thing he couldn't do as a baby: "I couldn't talk." Then ask the next child if he could, to elicit the negative predicate substitute:
A: I couldn't talk. Could you?
B: No, I couldn't. But I can now.
3. Each child can tell about having seen "a lot of" things. The situation may be a store, circus, etc.:
"I saw a lot of apples." Teacher can give cues if children hesitate or if they seem to use only mass nouns.
CUES: horses, vegetables, eggs, houses, boys,
girls, shirts, pencils
4. Teacher can ask each child the question:
T: What did your father/mother/brother/sister/
nursery school teacher teach you?
C: He/She taught me to surf.
5. Let each child tell something about some boys or girls and their belongings, or what they did with them:
A: Their blocks were heavy.
B: They played with their kites.

DIALOGUE:

Growing Up

Two boys are riding their bikes. They have new bicycles. They're just learning to ride them.

A: Could you ride a two-wheeler last year?
B: No, I couldn't. But I could ride a tricycle.
A: Who taught you to ride a two-wheeler?
B: My brother. I couldn't do a lot of things last year. I could throw a ball but I couldn't catch well. My brother taught me to catch.
A: My father taught me a lot of things, too. I couldn't swim last year. I could only float. I can swim now.
B: Could you go to the store alone last year?
A: No, I couldn't. Could you?
B: Yes, I could. We live close to the store.

EXERCISES:

1.

A:				B:
Could you	ride a two-wheeler		last year?	No, I couldn't.
	catch a ball well			
	jump rope			
	play tetherball			
	swim			
	pick coconuts			
	go to the store alone			
Could you	go to the	fair	last night?	No, I couldn't.
		movies		
		luau		
		picnic		
		party		
		airport		
		game		

2. A: Could (Name) ride a two-wheeler last year?
B: No, (pronoun) couldn't.

3. (Name) could throw a ball last year, and I could, too.
count
slide
run fast

4. T: What could you do at a picnic?
C: I could ________________.

5. You could invite a friend.
I could bring a pet.
He
She
We
They
ball.
mat.
surfboard.
towel.
swimsuit.

(Students freely choose objects, humorous as well as serious.)

6.

	A:		B:	
He	couldn't play the guitar.	But	he could	play the ukulele.
She	draw a baby.		she	draw a bunny.
We	tell a riddle.		we	tell a story.
I	remember her name		I	remember her face.
You	see the mountain.		you	see the clouds.
They	hear the bird.		they	hear the airplane.

7. He couldn't see the mongoose any more.
She
bird
horse
lizard
goat
dog
cow

8. (market situation)
I saw a lot of pineapples.
apples.
bananas.
oranges.
grapes.

(travel situation)
I saw a lot of beaches.
mongooses.
mynah birds.
plantations.
gardens.
ferns.
boats.
trees.

(clothing store)
I saw a lot of shoes.
jackets.
shirts.
blouses.
socks.
slippers.

I saw a lot of dresses.
skirts.
hats.

(garden situation)

I saw a lot of cockroaches.
grasshoppers.
bugs.
bees.
mantises.
insects.
worms.
birds.

9. A lot of children go to the beach.
fair.
movies.
park.

10. Think of things in our room that we have a lot of.
Example: "We have a lot of pencils."

11. The boys played with their kites.
girls pets.
children dogs.
cats.
balls.
neighbors.
friends.
cousins.

12. (Name) and (Name) made their own kites.
masks.
airplanes.
fishing poles.
wagons.
sailboats.
windmills.

13. I like their names.
pets.
dogs.
answers.
houses.

14. (Child gives the object cue from given categories of the "animals," etc. Teacher gives subject cue.)
I/You saw their ____________.
He/She
We/They
(Names)

15. (After establishing the pattern, children can be asked for cues.)
The dog belongs to Henry and Brenda. It's their dog.
Bill...
The dog belongs to Bill. It's his dog.
Betty...
The dog belongs to Betty. It's her dog.
Frank and me...
The dog belongs to Frank and me. It's our dog.
Jack and Joanne...
The dog belongs to Jack and Joanne. It's their dog.
(etc.)

* * * * * * *

LESSON VIg - Kindergarten

TARGETS: 1. Modals:
  a. would - negative declarative, negative predicate substitute
  b. will - negative declarative (contracted)
  c. shall - interrogative with the first person pronouns

NOTES: 1. Let each child tell about a naughty child they know of (without naming names). Tell why the child was naughty: "He/She wouldn't share his toys." Or each child can tell about someone breaking a rule: "He/She wouldn't wait for the green light."

2. Let each child ask another child if he would do or like something. Ask each child to answer truthfully:
A: Would you like an apple?
B: Yes, I would. /No, I wouldn't.

3. Each child asks another child or the teacher if he can bring or do something for that person:
"Shall I help you now?"

4. "Shall" is seldom used as a predicate substitute, so the answer to the question in #3 may be:
"No, you don't have to."
"Yes, will you please."
"No, you won't have to."
"Yes." "No."

5. Have the children make believe that they're being very naughty. Their father or mother wants them to do something but they don't want to do it:
"I won't go to bed now."

DIALOGUE:

Pee Wee

Pee Wee was such a naughty boy. He wouldn't listen to his parents. He wouldn't listen to anyone.

Mother: Pee Wee, please hurry. You'll be late for school.
Pee Wee: All right. But I won't eat my breakfast. I don't like papayas.
Mother: Shall I cook an egg for you?
Pee Wee: You can, but I won't eat it.
Mother: What would you like? Would you eat some pancakes?
Pee Wee: No, I wouldn't. Could I have a cupcake?
Mother: No. It wouldn't be good for you.
Pee Wee: Then I won't eat anything.
Mother: I won't let you go to school hungry. You must eat something.
Pee Wee: Then I won't go to school.
Mother: Yes, you will. You have to go to school.
Pee Wee: All right. Shall I finish my papaya first?
Mother: Yes, please do. You're a good boy.

EXERCISES:

1.

I	wouldn't	want	a gorilla.
You		hit	a lion.
He		chase	
She		play with	
We		fight with	
They			
(Name)			

2. A: Why are you angry?
B: I'm mad at my sister.
She wouldn't let me
play with her doll.
go shopping with her.
go on the merry-go-round.
ride the swing.
go with her.
go fishing.
go swimming.
help her.

3. A: Why are you crying?
B: My mother wouldn't buy me a lollipop.
coloring book.
new dress.
new shirt.
kite.
gun.
fish.
new pencil.

4. Birds must learn to fly. But little Tweedie Bird wouldn't learn to fly. She'd rather sleep.
Ducks must learn to swim. But Dobie Duck wouldn't learn to swim. He'd rather hop.
Kittens must learn to wash. But Happy Kitten wouldn't learn to wash. She'd rather be dirty.
Bunnies must learn to eat carrots. But Funny Bunny wouldn't learn to eat carrots. She'd rather eat cookies.
Lizards must learn to catch bugs. But Leaping Lizard wouldn't learn to catch bugs. He'd rather sleep.
Roosters must learn to crow. But Ronnie Rooster wouldn't learn to crow. He'd rather cluck.

a. T: What wouldn't Tweedie learn?
C: Tweedie wouldn't learn to fly.

b. T: Who wouldn't learn to fly?
C: Tweedie wouldn't.

5.

A:		B:
Would you like	long ears?	No, I wouldn't.
	horns?	Yes, I would, but (Name) wouldn't.
	purple ears?	
	a furry coat?	
	a tail?	
	claws?	
	wings?	
	a sausage nose?	

6.

A:			B:		
Would	you	punch a boy?	No,	I wouldn't.	I'm not naughty.
	Jim	shove a girl?		he	He's
	Tina	push		she	She's
	they	trip		they	They're
		kick			

7.

A:		B:
Would you like to	sing a song?	Yes, I would.
	make mudpies?	No, I wouldn't.
	take a nap?	
	scrub the table?	

Would you like to catch a bee? Yes, I would.
take a bath? No, I wouldn't.

8. We won't go tomorrow. We'll go next week.
play play
sing sing
fish fish
dance dance
swim swim
paint paint

9. Think of things you won't do tomorrow. Let's make them funny things: "I won't eat an elephant tomorrow."

10. Shall I bring a pencil to school?
plant
pet
sleeping mat
puzzle
pillow

11.

A:	B:
Shall I bring you a plate or a cup?	Will you bring me a plate?
Shall I get you a puzzle or some blocks?	Will you get me a puzzle?
Shall I bring a chair or a cushion? pencil crayon? book magazine?	Will you bring me a chair? pencil? book?

* * * * * * *

LESSON VIh - Kindergarten

TARGETS:
1. Negative imperative
2. Irregular plural: teeth
3. Strengthening the use of noun determiner "many"

NOTES:
1. Substitute names of children.
2. Ask a child to make believe that he is a teacher/JPO/parent/principal and have him tell another child not to do or say something: "Don't run on the porch."
3. Give sentences with "tooth/teeth/child/children." Each child is asked to change the sentence to use plural/singular forms of these nouns depending on the form of the noun used. They can also say funny things:
   T: I gave my tooth away.
   C: I gave my teeth away.

T: I saw a child.
C: I saw many children.
Examples: I have many baby teeth.
The children sat down.
My front tooth is new.
A child saw me.

4. Give a sentence using the singular form of a noun and have children change it to the plural form using the determiner "many":
T: I see an apple.
C: I see many apples.
Examples: I met a child yesterday.
He took a block from the shelf.
She gave me a banana.
I put a button in the basket.
5. For extra material use "Mice" by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 53.

DIALOGUE:

Teeth

Children ought to brush their teeth after every meal. Clean teeth are healthy teeth. Healthy teeth are important. They help us chew things.

A: Don't forget to brush your teeth.
B: I won't. I brush them after every meal.
A: Children should take care of their teeth. The dental hygienist talked to us. She taught us the right way to brush our teeth.
B: Children ought to remember other things. Don't eat too many sweet things.
A: That's right. And don't bite hard things. You might crack a tooth.
B: Don't be afraid of the dentist. Don't yell and cry. He takes care of our teeth.
A: My dentist pulled a tooth last week. He didn't hurt me.

EXERCISES:

1. Don't play with matches.
centipedes.
strange dogs.
firecrackers.

2. Don't swim alone.
swim in deep places.
throw rocks.
kick dogs.

3. A:
The tooth was yellow.
white.
sharp.
small.
rough.
old.
dark.
big.
black.

B:
The teeth were yellow.
white.
sharp.
small.
rough.
old.
dark.
big.
black.

4. A:
He pulled my tooth.
filled
fixed
drilled
saw
looked at

B:
He pulled my teeth.
filled
fixed
drilled
saw
looked at

5. A:
The baby has a new tooth.
friend.
toy.

My aunty has a child.
bulldog.
duck.

B:
He has many new teeth.
She
friends.
toys.

My aunty has many children.
bulldogs.
ducks.

6. Many boys are on the slide.
girls
children
cats
birds

LESSON VIIa - Kindergarten

TARGETS:
1. Mass nouns: flour, bread
2. Irregular past: brought, caught, ate
3. Irregular plural: loaves
4. Preposition: of
5. Strengthening the use of modals

NOTES:
1. Children can take parts. They could make believe they're Miss Wobblechin and her animals and act the parts out. Paper bag puppets could also be used.
2. Teacher can ask each child to answer these questions in complete sentences:
   a. "What did you bring to school today?"
   b. "What did you catch in your net/trap? We can make believe."
   c. "What fruits did you eat this week?"
3. Each child can pretend that it's Christmas morning. He'll act surprised and tell what Santa Claus brought him: "Look. Santa brought me a new bicycle."
4. Each child can ask for his favorite kind of bread at the make-believe store:
   "May I have a loaf of sweet bread?"
   Second child asks for more than one loaf of the same kind of bread.

DIALOGUE:

The Helpers

One day, Miss Wobblechin baked some bread. She had two loaves of brown bread and one loaf of raisin bread. The bread smelled so good. Her animal friends sat on the back steps. They wanted to have some of that good bread.

Bingo the Dog:	Mmm. May I have a slice of your raisin bread?
Miss Wobblechin:	You may. But first you must work for it.
Bingo:	I'm too tired. I just brought in the cows from the pasture.
Miss W.:	Then you can have a slice of bread.
Snip the Cat:	Can I have a piece of bread, too?
Miss W.:	You must work first.
Snip:	Oh, but I caught two rats for you this morning.
Miss W.:	Good cat. Here's your share of bread.
Pick-Peck the Hen:	Cluck, cluck. What about me? May I have some bread?

Miss W.: What can you do for me, Pick-Peck? Bingo brought the cows to me. Snip caught some rats.
Pick-Peck: I ate the bugs in your garden.
Miss W.: Good. You may have a slice of brown bread. Oh, oh. I need some flour. I used all of it to make the bread. Who will go to the store to buy two pounds of flour?
Snip: I will.
Bingo: I will.
Pick-Peck: I will, too.
Miss W.: What good helpers. You can all go. You can take turns carrying the bag of flour.

EXERCISES:

1. Flour is usually white.
always soft.
sometimes brown.
always powdery.
2. Flour rhymes with sour.
power.
shower.
tower.
3. My mother wants a bag of flour.
two bags
two pounds
five pounds
a cup
three cups
4. May I have a slice of bread?
loaf
piece
three slices
four loaves
some bread?
that kind of bread, too?
5. White bread is delicious. It's my favorite bread.
Brown
Banana
Raisin
6. This bread is good.
old.
dry.
chewy.
sweet.
tasty.

7. My sister brought a dog to school.
doll
game
bird
friend

8. A: What did you bring for our party?
B: I brought some balloons.
apples.
cookies.
banana bread.
lollipops.

9. He caught a big fish yesterday.
The boy
octopus
bird
eel
pig
goat

10. I caught a cold.
I gave the cold to my brother.
My sister caught the cold from my brother.
My mother caught it from my sister.
My father caught the cold from my mother.
Then we all had colds.
Kerchoo, kerchoo, kerchoo!

Variation:
The children can stand in a circle. One child begins by saying: "I caught a cold. I gave it to (Name)." (Person on his right.) Person on the right says: "I caught the cold from (Name), and I gave it to (Name)." Continue this around the circle until everyone has had a turn. Last two lines can be:
"We all have colds now. Kerchoo, kerchoo, kerchoo!"

11. You caught the dog. But you can't catch me.
cat. " "
bird. " "
fish. " "
ball. " "
my friend. " "

12. I ate too many cookies. I feel sick.
peanuts. "
mangoes. "
lollipops. "
coconuts. "

13. The monkey ate a peanut.
banana.
cookie.
sandwich.
an apple.
orange.
everything.

14.	A:		B:
	Who ate my	sandwich?	I didn't. The monkey did.
		raisin bread?	(Repeat answer.)
		apple?	
		banana?	
		cookies?	

* * * * * * *

LESSON VIIb - Kindergarten

TARGETS:
1. Noun possessives: /-z, -s/ endings
2. Mass noun: fun
3. Irregular plural: leaves
4. Noun substitute: one
5. Strengthening the use of modals "would, could"

NOTES:
1. The pronunciations of the possessive endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVc.
2. Only use names ending in those sounds to which /-z/ and /-s/ can be added. Ask each child to tell about something that belongs to children or animals, or ask the children to put something belonging to them in a circle. Another child comes up and picks an item and identifies the owner: "This is Brenda's shoe."
   Examples: "Kay's dress is pretty."
   "The goat's whiskers are long."
3. Ask each child to tell about something he had a lot of fun doing: "I had a lot of fun swimming."
4. Teacher can talk about something that belongs to someone. A child transforms the sentence using the possesive form:
   T: That dog belongs to Leroy.
   C: That's Leroy's dog.
5. Teacher can use pictures, mounted on felt, of animals with distinctive parts missing. Use flannel board: "Whose tail is this?"

6. One child whispers to his neighbor about something that belongs to him. Then his neighbor shares the secret with the rest of the class:
   Kay: (whispering) My dog has puppies.
   Ernie: Kay's dog has puppies.
   (Children whose names require a /-əz/ to form the possessive--such as Charles, James, Constance--should only tell someone else's secret since this possessive allomorph will not be a target until the next lesson.)
7. Use pictures of animals for the dialogue.
8. Have a picture of a person or animal. Teacher points to a certain part. Ask the question:
   T: What am I pointing at?
   Children are asked to give answers using the possessive:
   A: You're pointing at the bear's nose.
   B: You're pointing at the boy's shoes.
9. For extra material use "Yes, Yes, Yes" by J. J. Thompson. Scott, Louise Binder and J. J. Thompson, Talking Time, Second Edition. St. Louis, Missouri: McGraw-Hill Book Company, 1966, p. 378.

DIALOGUE:

Animals at the Zoo

Come with me to the zoo. I'll tell you about the animals. We can have a lot of fun.

A: I see a naughty brown monkey. He sits in his cage. He sticks his tongue out at people. The monkey's tail is very long.
B: I like elephants. An elephant's ears are very big. He swings his trunk to and fro.
C: The zebra's stripes are very pretty. I like them.
D: I'd like the zoo keeper's job. I'd fill the elephant's water bucket.
B: And I'd be the one to feed the animals. I'd collect the giraffe's leaves.
C: We could help clean the animals' cages. We would have fun.

EXERCISES:

1a.

Teacher Cues:					Child:			
Brenda	has a	puppy.	It's	brown.	Brenda's	puppy	is	brown.
Ernie		kitten.		black.	Ernie's	kitten		black.
(Name)		colt.		funny.	(Name's)	colt		funny.
"		calf.		clumsy.	"	calf		clumsy.
"		guinea pig.		soft.	"	guinea pig		soft.
"		canary.		yellow.	"	canary		yellow.

Teacher Cues:			Child:			
(Name) has a frog.	It's	green.	(Name's)	frog	is	green.
" pony.		gray.	"	pony		gray.
" mynah bird.		noisy.	"	mynah bird		noisy.
" chicken.		fat.	"	chicken		fat.
" toad.		bumpy.	"	toad		bumpy.
" lobster.		big.	"	lobster		big.

1b. After each sequence in #1a above, teacher can ask someone questions: "What color is Brenda's puppy?"
"Whose kitten is black?"

2. Harry's friend is tall.
Paul's short.
Bob's fat.
My brother's skinny.
cousin's
uncle's

3. I could see only the alligator's tail.
lizard's
dog's
lamb's
donkey's

4. The canary's feathers are pretty.
mynah's
cardinal's
rice bird's
nene's

5. A toad's body is usually bumpy.
ugly.
brown.
dirty-looking.

6. The lamb's mother is looking at us. She doesn't want us to hurt her baby.
puppy's
cub's
pony's

7.

A:		B:	
Joseph's puppy is	frisky.	Frank's puppy is	frisky, also.
(Name's)	mean.	(Name's)	mean,
	tiny.		(etc.)
	funny.		
	fuzzy.	(Substitute other names: Dick's, Pete's, Phillip's, etc.)	
	noisy.		
	spotted.		

8. I saw the bat's shiny eyes.
snake's
cat's

9. The goat's nose twitched. It smelled something.
rabbit's
sheep's
colt's
rat's
giraffe's
wolf's

10.

A:	B:
This dog's tail is very short.	That dog's tail is long.
cat's	cat's
rat's	rat's
monkey's	monkey's
lizard's	lizard's
wolf's	wolf's

11. I see the dove's baby.
parrot's
crab's
lion's
wolf's
pig's
shrimp's
turtle's
leopard's
stork's
worm's

12. Pattern: singing .. Singing is fun.
watching TV .. Watching TV is fun.
playing games .. Playing games is fun.

CUES:

finger painting
watching animals
playing "Tag"
playing football
petting animals
riding tricycles
listening to stories
playing with blocks
playing with puppets
putting puzzles together
playing "Hide and Seek"
playing "Follow the Leader"
jumping rope
climbing trees
sliding
running
swimming
fishing
painting
wading
coloring
yelling
cutting

13. A: Did you have a lot of fun at the park?
beach?
picnic?
luau?
circus?
puppet show?
birthday party?
on the slide?
sidewalk?
porch?
in the water?
playground?
puddle?

B: Yes, I had a lot of fun.

14. A: What did you do last night?
(Repeat question each time)
B: I played outside.
inside.
went to the movies.
went shopping.
washed dishes.
stayed home.
cleaned my room.
went visiting.
watched TV.
sang songs.
A: Did you have fun?
B: Yes, I had _________ fun.
No, I didn't.

15. Teacher asks: What new thing would you like to buy?

A:		B:
I'd like to buy a new	pencil.	I'd like to buy one, too.
	skirt.	
	ball.	
	pen.	
	shirt.	
	swing.	
	ruler.	
	blouse.	
	jacket.	
	eraser.	
	jump rope.	
	dress.	
	hat.	
	bike.	

16. We could go somewhere.
to town.
to Lilioukalani Park.
to (Name's) house.
to the supermarket.
to the beach.

17. I could help you build an airplane.
a doghouse.
a chicken coop.
a rabbit hutch.
a sand castle.

18. I couldn't go to the zoo last week.
to her birthday party
to the circus
to the beach
to the movies

19. (Name's) mother couldn't come with us.
sister
brother
(Substitute names that take /-s/, /-z/ possessive endings.)

20.

A:	B:
A banana leaf is falling.	Many banana leaves are falling.
hibiscus leaf	hibiscus leaves
lauhala leaf	lauhala leaves
mango leaf	mango leaves
ti leaf	ti leaves

21. The leaves on the guava tree were dry. I saved a pretty guava leaf.
pear — pear
mango — mango
kamani — kamani
kukui — kukui

22.

A:	B:
Would you like some cookies?	Yes, I'll have one.
apples?	
bananas?	
hot dogs?	

23.

A:	B:
I'm looking for a flower.	Here's a pretty one.
pineapple.	juicy
pencil.	sharp
dog.	friendly

LESSON VIIc - Kindergarten

TARGETS:
1. Noun possessive: /-əz/ ending
2. Lexical item: also
3. Mass nouns: bubble gum, food, milk, butter, cereal, lettuce, celery, meat
4. Irregular past: found
5. Noun determiner: much

NOTES:
1. In the dialogue, substitute children's names which end in /-s, -z, -š, -č, -ǰ, -ž/.
2. Show pictures of parts of animals -- ears, tails, faces, etc. Ask each child to identify the animals, using the possessive forms. Let children give a complete sentence: ...a pig's tail "I see a pig's tail."
3. Children pretend they're at the store. Each child asks for different amounts of the following items: "gum, food, milk, butter, cereal, lettuce, celery, meat": "May I please have a can of cat food?"
   Prior to this, there can be a discussion of how these things can be purchased. Show actual items or pictures.
4. Have each child tell what he found at the beach or on a trip: "I found a pretty shell at the beach."
5. Each child can drop an item that belongs to him. Another child walks around the room and pretends to find the item. He announces his "find" to the class. The owner of the item claims it.
   A: I found this bracelet.
   B: That's mine. /That's my bracelet.

DIALOGUE:

Part 1 - At the Store

James' mother took him to the store with her. He saw a lot of food there. He also saw Charles' mother.

James: Mother, will you buy me a package of bubble gum?

Mother: I'm sorry, James. You'll have to wait. I have to buy a lot of food.

James: What do you have to buy?

Mother: We don't have much milk left. I'll get another gallon of milk and a pound of butter.

James: Don't forget the box of cereal.

Mother: Oh, yes. Where are the vegetables? I want to get a head of lettuce and a bunch of celery.

James: I found them. Here they are. Don't you need some meat?

Mother: Yes. Please get a pound of meat.
James: Charles' mother is shopping also. I don't see Charles.
He must be at home.

Part 2 - A Visiting Game

I'm going to my grandmother's house. I'm taking a basket of food. What shall I put in the basket?

A: I'll put in a pound of butter.
B: I'll put in a pound of butter and a cup of flour.

NOTES:

1. Go around in a circle. Each child repeats each item that has been named and adds another. If this is too difficult, each child can name only the new item.
2. Suggest mass nouns and count nouns by having pictures of these items. This will also help to limit the mass nouns to only those that have been introduced.

EXTRA MATERIAL:

This Little Cow
1st Child: This little cow eats grass
2nd Child: This little cow eats hay
3rd Child: This little cow drinks water
4th Child: This little cow runs away
5th Child: This little cow does nothing
All: But just lies down all day.
--Mother Goose

(Taken from CHORAL SPEAKING, Department of Education, Honolulu, Hawaii, 1964.)

EXERCISES:

1. Teacher models all the changes first. Then the children can practice them, repeating after the teacher. Finally, only the cues below can be given.

T: A tortoise has a large shell. A tortoise's shell is large.
C: A tortoise's shell is large.

CUES:
A walrus has black whiskers.
A starfish has a rough covering.
A mongoose has short legs.
A finch has pretty feathers.
A mouse has long whiskers.
A horse has a long tail.
A goldfish has gold scales.

2. T: James has a yellow pencil. James' pencil is yellow.
C: James' pencil is yellow.
CUES:
My friend Phyllis has red hair.
My cousin Rose has a nice doll.
My neighbor Frances has a brown kite.
Charles has brown eyes.
Constance has a pretty dress.
James has long hair.
(In #2, continue using names of friends, cousins, etc., to which /-əz/ can be added.)

3. Teacher can choose items around the classroom which belong to each of the students:
T: James, whose umbrella is that?
C: That's Terrie's umbrella.
T: Josephine, whose drawing is that?
C: That's Ernie's drawing.

4. Teacher may begin by giving the entire sentence as a cue for repetition. After that, phrases may be used as below:
T: ...fun to chew. Bubble gum is fun to chew.
C: Bubble gum is fun to chew.
hard to chew at first.
easy to chew later.
fun to blow.
sweet and sticky.
hard to blow.

Variation:
Bubble gum costs a penny.
makes my jaws tired.
tastes good.
comes in a wrapper.
makes a loud noise.
lasts a long time.

5. T: I gave a piece of bubble gum to Ernie. (Teacher models whole sentence response for students first.)
What did you do, Flora? ...to Paul
C: I gave a piece of bubble gum to Paul.
to Rupert.
to Josephine.
to Constance.
to Charles.
(etc.)

6. Teacher can model several or all responses for the children before giving the following short cue:

T: Brenda, ask Faye.
A: Do you have some gum, Faye?
T: ...a few pieces of
B: Yes, I do. I have a few pieces of gum.
a lot of
a few sticks of
one stick of
two pieces of
two sticks of

7. T: ...a stick of
A: Would you like a stick of bubble gum, "B"?
B: Yes, I would. I'd like a stick of bubble gum. OR
A: Would you like a stick of bubble gum, "B"?
B: No, I wouldn't, but "C" would.

8. Let children practice "would you like" first. When they are working easily with the construction, repeat with "do you want".
Storekeeper: How much milk would you like (do you want)?
Teacher: ...a quart of
Shopper: I'd like a quart of milk, please. (I want ...)
one quart of
a carton of
a gallon of
two quarts of
a half-gallon of
a can of

9. Let children practice "I'd like" first, later with "I want".
Storekeeper: What kind of milk would you like (do you want)?
Teacher: ...whole milk
Shopper: I'd like whole milk, please. (I want ...)
canned milk
powdered milk
chocolate milk
skim milk
coconut milk
buttermilk

10. After the children have mastered #8 and #9, have them practice the following dialogue:
Shopper: May I have a quart of milk, please?
Storekeeper: Yes, you may. What kind would you like?
Shopper: I'd like whole milk, please.
Variation of above:
Storekeeper: Would you like whole milk?
Shopper: No, I wouldn't. I'd like ___________.
Yes, I would. Thank you.

11. T: How much butter would you like, (Name)?
. . . a pound I'd like a pound of butter, please.
C: I'd like a pound of butter, please.
one pound
a package
two pounds
a box
one box
three boxes
a lot
lots
12. Don't put too much butter on my bread.
pancakes.
biscuits.
potatoes.
13. Butter comes in boxes.
in blocks.
in tubs.
14. Butter is good with bread.
hot rolls.
pancakes.
baked potatoes.
hot biscuits.
cooked vegetables.
15. Cereal is good with fruits.
with milk.
for us.
sometimes crunchy.
sometimes soft.
16. This is a store and I'm the storekeeper. I would like to sell you some cereal:
T: How much cereal would you like, Ernie?
C: I want two boxes of cereal, please.
a large box
a small box
a giant box
three boxes
17. I'll give him one head of lettuce.
a small leaf
two leaves
a lot
some lettuce.

18. Lettuce is green and white.
tasty.
good for us.
a vegetable.
leafy.
crispy.

19. We all went to the store yesterday. We didn't find much lettuce. We found many other things.

Teacher: Harry.
Harry: Did you find much lettuce, Ernie?
Teacher: . . . apples
Ernie: I didn't find much lettuce. But I found a lot of apples.
Teacher: Qwiglyn.
Qwiglyn: Did you find much lettuce, Josephine?
Teacher: . . . tomatoes
Josephine: I didn't find much lettuce.
But I found a lot of tomatoes.
cucumbers.
celery.
oranges.
carrots.
bananas.
butter.

20. Celery is good for a snack.
good in salads.
crunchy.
stringy.
a vegetable.

21. I could eat a whole bunch of celery.
five sticks of
a lot of
a small stick of
a large bunch of

22. Meat tastes good with celery.
beans.
peas.
potatoes.
tomatoes.
carrots.
bread.
lettuce.

23. I'd like a pound of meat.
a slice of
a lot of
a small piece of

I'd like two pounds of meat.
some

24. I don't want much meat.
Just give me some cereal and milk.
bread and butter.
bread with some lettuce.
lettuce.
bread and milk.

25. How much dog food does your pet eat?
cat
fish
My pet eats a small bowl of food every day.
a lot of
one box of
two bowls of
lots of

26. Food keeps us from getting sick.
helps us build muscles.
helps us grow tall.
makes us strong.

27. I'm going to give my rabbit a lot of rabbit food.
bird some bird food.
dog a bowl of dog food.
goat lots of leftover food.

28. I found a lunchbox.
fishhook.
jackknife.
gold ring.
tin can.
glass float.
plastic spoon.
dog collar.
slipper.
dead fish.
bracelet.
shoe.
button.
bottle.
coin.
purse.
(Situations can be added also:
in the field on my way home
at the beach on my way to school
(etc.)
"I found a lunchbox on my way to school.")

29. Teacher asks each child where he found an egg:

T: Where did you find the Easter egg? ...in the yard.
C: I found it in the yard.
on a branch.
on a leaf.
in a hole.
in a bush.
in my desk.
under a chair.
under a box.
under a leaf.

Variation:

T: Where did the children find the Easter eggs?
C: They found them in a box.
(etc.)

LESSON VIIIa - Kindergarten

TARGETS:
1. Comparative-superlative suffixes: -er, -est
2. Irregular plural: people
3. Irregular comparative-superlative: better, best
4. Mass noun: hair
5. Noun determiner: each

NOTES:
1. Substitute names of children.
2. Have objects of different sizes, quality, etc., available for comparison: balls, pencils, books, brooms, shoes, blocks, pictures of people, etc.:
   A: This rag is dirtier than that rag.
   B: This is the dirtiest rag in the whole box.
3. Have children compare each other and compare the quality of two things:
   A: I'm taller than Terri.
   B: I have a better song to sing.
4. Teacher can say that she has or saw something. Second child can use the comparative form of the adjective, and a third child can use the superlative form of the adjective:
   T: I have/saw a funny clown.
   A: I have/saw a funnier clown.
   B: But I have/saw the funniest clown of all.
   Other examples:
      sad donkey
      high ladder
      pretty doll
      old chair
      low table
      fluffy rabbit
      curly hair
      long hair
      naughty girl
      white dog
5. Each child tells what each one of his classmates can do/has:
   A: Each boy can put away the blocks.
   B: Each girl has a doll buggy.
6. Have children reply to: "Tell us where you saw a lot of people. What were they doing?"
7. For extra material use:
   a. "Whistles" by Dorothy Aldis. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 97.
   b. "Finger Fun" by Catherine Y. Hoagey. The Instructor, September, 1967.

DIALOGUE:

Pets

Does a dog make a better pet than a cat? Some people like dogs better than cats. Some people like other animals better.

A: The dog is the best pet of all. It's friendlier than a cat.
B: Oh, no. A cat's a better pet. It's quieter and it's cleaner.
C: I saw the cutest dog yesterday. It had black, curly hair and a short tail.
B: Was it a poodle?
C: Yes, it was.
B: My cat did the funniest thing yesterday. She tried to catch her shadow. She couldn't do it. I had the best time watching her.
A: All pets are fun. Each person's pet is the best pet to him.

EXERCISES:

1. Use as a repetition drill first. Then have the children respond to shorter cues.
   (Go through (a), (b), (c) with the same word. Then substitute the next word.)
   a. My puzzle is hard.
      ball
      I'm hungry.
   b. My puzzle is harder.
      ball
      I'm hungrier.
   c. My puzzle is the hardest puzzle of all.
      ball ball
      I'm the hungriest person here.
   CUES: My brother is tall.
      My balloon is big.
      dog
      My pencil is short.
      You're silly.
2. T: A mynah bird is big. ...a chicken
   C: A chicken is bigger.
   T: ...a turkey
   C: A turkey is the biggest bird of all.
   CUES:
   A dog is heavy. ...a cow ...an elephant
   A cat is small. ...a mouse ...a flea
   A wild pig is large. ...a bear ...an elephant

3. Some people were at the beach.
A lot of park.
fair.
airport.
luau.
parade.
shopping center.

4. People like to visit their friends.
relatives.
go to the beach.
park.
watch parades.
have a good time.
go swimming.
fishing.

5.

A:	B:
Some people at the airport are happy.	They're laughing.
sad.	crying.

CUES: giving leis
shaking hands
saying goodbye.

6. T: "Popeye" is a good cartoon.
C: (Repeat)
T: "Hercules" is a better cartoon.
C: (Repeat)
T: "Gumby" is the best cartoon of all.
C: (Repeat)
CUES:

"Flipper" is a good TV program.	.."Walt Disney"	.."Batman"
Chickens are good pets.	..guinea pigs	..dogs
Turtles are good swimmers.	..lobsters	..fishes
Frogs are good jumpers.	..grasshoppers	..kangaroos
Rats are good runners.	..mongooses	..cats

7. T: Tell me about your hair.
C: My hair is curly. It's long.
CUES: (Match children with cues)
long, short, black, straight, etc.

8. Variation: Talk about a child's hair:
"Charles' hair is short."
"He doesn't have much hair."

9. I'll give each boy an airplane.
orange.
apple.
a ball.
kite.

I'll give each boy a puppy.
block.
puzzle.
I'll give each girl an orange.
apple.
a shell.
lei.
purse.
kitten.
ribbon.

10. Each person must take a nap.
turn.
number.
sing a song.
say a word.
carry a block.

* * * * * * *

LESSON VIIIb - Kindergarten

TARGETS:
1. Irregular past: sang
2. Irregular comparative-superlative: farther, farthest

NOTES:
1. Use finger puppets.
2. Children can take parts.
3. Each child can tell what he can do better than someone else. He can also tell about what he excels in. (To elicit the use of "better, best, farther, farthest"):
"I can sing better than you can."
"I'm the best singer in my family."
"I can run farther than you can."
"I can run the farthest."
4. Teacher can tell the children what she sings every day. Each child can say that he sang that song at another time:
T: I sing "Jack and Jill" every day.
C: I sang "Jack and Jill" yesterday.

DIALOGUE:

Two Frogs in a Pond

Two frogs sat on a log enjoying the warm sun. They talked with each other. No people were around. They were very happy.

Freddie Frog: Percy, I must tell you something. I saw the best jumper yesterday.
Percy Frog: Was he a better jumper than me?
Freddie: Yes, he was. He has the longest jump around here.
Percy: Oh, dear me. I can jump to the farthest log in this pond. That makes me the best jumper here. Can he jump farther?
Freddie: He probably can. But don't worry. He's a younger frog. He does move faster than you. But you still have a louder croak.
Percy: That's right. I have the loudest croak in the whole pond.
Freddie: That comes from eating so many bugs. Let's sing a song together.

So the two frogs sang and sang. "GUNK, GUNK, GUNK."

EXERCISES:

1.	Yesterday	we	sang a new song.	We	sang about	hats.
		he		He		umbrellas.
		she		She		birds.
						food.
						(etc.)

2.	My sister	sang with	me.
	His cousin		us.
	Her mother		her.
	His friend		him.

3.	A bird	sang to	me	yesterday.
	Some birds		us	
	My mother		our class	
	My sister		to them	

4.	They	sang at	school.
	She		home.
	I		the party.
	We		the beach.

5.	(Name) can	throw	farther than I can.
		jump	
		stretch	
		lean	
		reach	

6.	(Name) lives farther from	school	than I do.
		the ocean	
		Onekahakaha Beach	
		you	

7. (Name) walks the farthest to school.
He
She

8. (Teacher can collect objects to talk about -- balls, boxes, blocks, chairs, cans, etc.)

A: I can push it farther than you can.
pull
knock
kick
shove

B: I can push it the farthest.
pull
knock
kick
shove

EXTRA MATERIAL:

"A Riddle from Mother Goose"

Higher than a house,
Higher than a tree,
Oh! Whatever can that be?
(A Star)

(Taken from Arbuthnot, May Hill, *Time for Poetry*. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 85.)

LESSON IXa - Kindergarten

TARGETS:
1. Comparative-superlative with "more - most"
2. Noun determiners: any, kinds of
3. Mass noun: candy

NOTES:
1. Children can make believe that they're ants. They can scurry around, stop, look, and catch sight of something.
2. Have children tell who the "most careful" children are and give reasons why. Or they can compare two children and tell who is "more careful":
   "John is more careful than Tom."
   "John is the most careful boy in class. He follows every rule."
3. Have pictures of toys, flowers, and people. Children compare two things and then choose the most beautiful one: "A rose is more beautiful than a gardenia. A rose is the most beautiful flower."
4. One child asks another child a question. Second child responds:
   A: What kinds of candy would you like?
   B: I like all kinds of candy.
   (Substitute with mass nouns already introduced, or with a count noun.)
5. Each child makes believe he is in a candy shop, and asks the clerk for some candy:
   A: I want a bar of candy.
   B: I want a bag of candy.
   (Others: sack of, pound of, box of, some, a lot of, many kinds of)
   He can also point and ask for a certain kind of candy:
   C: I want a bag of that kind of candy.

DIALOGUE:

Two Ants

Ants are very tiny insects. They like all kinds of food. They are very busy insects. Let's pretend to be ants. We're out looking for some food.

A: We must be more wide awake. We must find something to eat. Finding any kind of food is getting to be more dangerous every day.

B: Yes, my children are getting hungrier and hungrier. They must be the hungriest little ants around here. They eat and eat. Do you see any food?

A: Look. I see something.
B: What is it?
A: It's the most luscious-looking piece of candy. Let's get closer to it.
B: Wait. We can see the candy more clearly from the other side. I'll get the piece of candy. I'm the fastest ant. I can run faster than you.
A: And you're the most careful ant around here. You'll move more carefully. And you'll be quieter, too. I'm clumsy.

EXTRA MATERIAL:

How Creatures Move
The lion walks on padded paws
The squirrel leaps from limb to limb,
While flies crawl straight up a wall
And seals can dive and swim.
The worm he wiggles all around
The monkey swings by his tail
And birds may hop upon the ground
Or spread their wings and sail.
But boys and girls
Have much more fun;
They leap and dance
And walk and run.
(Unknown. Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis: Burgess Publishing Company, 1962.)

EXERCISES:

1. That doll is interesting. It's the most interesting doll in the room.
   toy ... toy
   game ... game
   puzzle ... (etc.)
   picture book
2. T: (Name) is wearing a colorful ribbon.
   shirt.
   blouse.
   dress.
   A: It's more colorful than mine.
   B: It's the most colorful ribbon (etc.) of all.
3. T: ...guavas Guavas are delicious.
   C: (Repeat)
   T: ...mangoes Mangoes are more delicious than guavas.
   C: (Repeat)

T: ...plums Plums are the most delicious fruits of all.
C: (Repeat)

CUES:	bananas	..papayas	..oranges
	peaches	..pineapples	..cherries
	lichees	..guavas	..pears
	apples	..mangoes	..berries

4.

I	saw	all kinds of	fruits.
	ate		food.
	like		bread.
			candy.
			nuts.

5.

Let's	draw	many different kinds of	birds.
	paint		animals.
	look for		flowers.
			seashells.

6.

I don't want any	food.
	bananas.
	bread.
	cereal.
	marbles.
	gum.

7.

He	can't find any	games.
They		puzzles.
(Name)		crayons.
My friend		pencils.

8.

A:		B:
Do you have any	food?	No, I don't.
	gum?	Yes, I do.
	candy?	
	guavas?	

9.

A:				B:
Did your mother	grow	any	vegetables?	Yes, she did.
	pick		beans?	
	cook		tomatoes?	
	get		onions?	

10. (Each child turns to ask the next child):
A: Do you have any brothers or sisters?
B: No, I don't.
Yes, I do. I have _________.
A: Do you have any pets?
B: No, I don't.
Yes, I do. I have a __________.

A: Do you know any riddles?
jokes?
new songs?
good stories?
silly poems?

B: No, I don't.
Yes, I do.

A: Did you see any crabs at the seashore?
pretty shells
campers
swimmers
eels
interesting rocks

B: Yes, I did.
No, I didn't.

11. I like candy. Do you like candy too?
Does he/she
(Name)
they

12.

A:			B:
Did you get	any	candy?	Yes, I did.
	some		No, I didn't.
	much		
	a piece of		
	a box of		

13.

A:		B:		
Do you have any	boxes of candy?	I have	a box	of candy.
			2 boxes	
	pieces		a piece	
			5 pieces	
	sticks		a stick	
			3 sticks	

14. A: Is candy good for children?
our teeth?
grownups?
babies?

B: Well, too much candy isn't good for children.
our teeth.
(etc.)

15.

A:		B:	
Hard candy	is delicious.	Chewy candy	is more delicious.
Chocolate candy		Coconut candy	
Easter candy		Christmas candy	
Peanut butter candy		Peppermint candy	

16. A: I ate the most delicious kind of candy yesterday.
B: What kind of candy was it?
A: It was chocolate candy.
(etc.)

(Each child gets a chance to take A's part and can name the candy. B's part can be done chorally each time with the whole class asking.)

* * * * * * *

LESSON IXb - Kindergarten

TARGETS:
1. Noun substitutes: these, those, ones
2. Noun determiners: these, those
3. Irregular past: told
4. Strengthening the use of "more - most"

NOTES:
1. Change child's name.
2. Teacher asks each child a question to elicit "told". Child gives the appropriate response:
   T: What did your mother tell you this morning?
   C: She told me to study hard.
   T: What did your mother tell you to buy?
   C: She told me to buy a pencil.
3. Give each child a picture with a number of identical objects in it (apples, tops, shirts, etc.). Each child points to his picture and says:
   "These are my apples/tops/shirts."
   Then points to another child's picture and says:
   "Those are your tops, (etc.)."
   "These apples are good."
   "Those tops are pretty."
   Or each child points to his picture and asks:
   "Which ones do you want?"
   Next child points to part of the picture and answers:
   "I want these."

4a. Use a number of objects, blocks, etc. Ask children which ones belong together. (Use other objects and classifications.)

4b. A: Which ones do you want?
B: I want the yellow/square (etc.) ones.

DIALOGUE:

Shopping

We see many things at the supermarket. We can buy food there. We can buy school things. We can buy almost anything there.

Andrew: Mother, please buy these apples. These are the most delicious kind.
Mother: Are they better than the red ones?
Andrew: Yes. They're more delicious than those. They're crunchy and sweet.
Mother: I'll get a pound of these yellow apples for you. And I'll get a pound of those green apples to make a pie. What else shall I get?
Andrew: I need a box of crayons. The teacher told us to get a box.
Mother: Let's look for the crayons. Here they are. Some boxes are more expensive than others.
Andrew: I don't need the most expensive box. The teacher told us to get a box with twelve colors. Here's one.
Mother: Do we have everything now?
Andrew: Yes, we do.

EXTRA MATERIAL:

This is the Circle that is My Head

This is the circle that is my head,
This is my mouth with which words are said,
These are my eyes with which I see,
This nose also is part of me.
This is the hair that grows on my head,
This is my hat, it is pretty and red.
This is my feather--it's bright and gay.
Now, I am ready for school
Today! -Unknown

(Reprinted by permission from Finger Plays by Adelaide Holl. (c) 1964 by Western Publishing Company Inc. Published by Golden Press.)

EXERCISES:

1.

Puppets	are more	interesting	than pictures.
Masks		fun	
Blocks			
Games			
Puzzles			

2. A dog is the most enjoyable pet.
cat playful
rabbit
guinea pig
turtle

3. (Teacher can use appropriate pictures as cues.)
A: Is this guava more delicious than that guava?
lichee lichee?
mango mango?
apple apple?
hot dog hot dog?
B: Yes it is. This guava (etc.) is more delicious.
No, it isn't. That guava (etc.) is more delicious.
Variation:
A: Are those guavas (etc.) more delicious than these?
B: Yes, they are.
No, they aren't. These are more delicious.

4. (Box of pencils as visual cue):

A:		B:	
These pencils are	colorful.	Those pencils are	colorful also.
	new.		new
	broken		broken
	old.		(etc.)
	big.		
	long.		
	sharp.		

5. (Teacher gathers realia in two collections):
These games are fun. They're more fun than those.
puzzles I like these better than those.
puppets
dolls
masks

6. Are those your buttons?
these books?
pencils?
teacups?
shoes?
boxes?

7. These shoes are mine. Those shoes belong to (Name).
pencils pencils her.
crayons crayons him.
pens pens (etc.)
Variation:
(Child points to objects: "These are mine. Those are Ian's.")

8.

A:	B:		
What kinds of candy do you like?	I like the	round	ones.
(Repeat question)		hard	
		sweet	
		soft	
		sour	
		chewy	

9. A: Do you have any more sticks of gum?
pieces of candy?
crackers?
cookies?
toys?

B: No, those are the only ones left.
Yes, the other ones are on the shelf.

10. Yesterday our teacher told us a story.
about fire drills.
volcanoes.
some stories.
secrets.

11. Our teacher told us to get some crayons.
She bring pencils.
use magazines.
pens.
boxes.
newspapers.
napkins.

12.

A:		B:
Who told you about the	fire drill rules?	My teacher told me.
	school rules?	
	playground rules?	
	safety rules?	

13. A: Did you tell (Name) about the party?
puppet show?
movies?
baseball game?
new boy?
girl?

B: Yes, I did. I told her/him yesterday.
No, I didn't. I didn't see him/her.

LESSON Xa - Kindergarten

TARGETS:
1. Expletive: it
2. Past progressive
3. Mass noun: time
4. Noun determiner: lots of
5. Reflexive pronoun: myself

NOTES:
1. Children can take parts as narrator, Droopy Ears, Stubby Tail, and Boy.
2. Teacher asks class:
   "What were you doing when I called you to the circle?"
   Each child answers in the past progressive:
   "I was playing with puzzles."
3. Have pictures with several actions taking place.
   Teacher points to one action and asks:
   "What was this dog doing while the others were doing something else?"
   Child answers appropriately:
   "He was chasing a butterfly."
4. Since the use of expletive "it" is limited, practice will be limited to the exercises. However, teachers can elicit the use of "it" by asking about the weather.
5. Each child tells what he can do without help:
   A: I can dress myself.
   B: I can feed the dog by myself.
6. Children are asked to pretend that they're very, very wealthy. Each child tells what he would have "lots of":
   "I would have lots of toys."
7. Children pretend that they just visited a department store. Each child tells what he saw, using the following pattern:
   "I saw lots of ___________."

DIALOGUE:

Two Lonely Dogs

It was raining very hard. It was a cold day. Two dogs were trying to find a warm home. They were the funniest-looking dogs. One dog had droopy ears. The other dog hardly had a tail at all.

Droopy Ears: I'm so hungry. It's almost time for lunch. I was going to eat a bone all by myself. But a big dog took it.

Stubby Tail: I was hoping to find a nice home. It's so cold and wet.

Droopy Ears: I saw a house back there. Lots of dogs were playing in the garage. They looked so happy.

Stubby Tail: I was going to live with a little boy once. But his mother didn't want me.

(The poor dogs were shivering and crying.)

Stubby Tail: What are we going to do?

Droopy Ears: What are we going to do?

(A little boy was walking home. He heard them. He picked them up.)

Boy: Poor doggies. I'll take care of you myself.

(Droopy Ears wasn't shivering any more. Stubby Tail wasn't crying any more. They were going to have a home now.)

EXERCISES:

1.	A:	B:	A:
It's	sunny now.	Was it sunny yesterday?	Yes, it was.
	warm	warm	No, it wasn't. It was cloudy.
	hot	hot	
	cool	cool	(Opposite of what was asked.)
	windy	windy	
	rainy	rainy	

2. Is it going to rain tomorrow?
   be cloudy
   be windy
   be nice
3. It's raining hard.
   drizzling.
   pouring.
   thundering.
   clearing up.
4. It's foggy in the morning.
   sunny afternoon.
   cloudy evening.
   windy at night.
5. She was going to Kona.
   He Honolulu.
   the playground.
   visit her friend.
   the movies.
6. T: Where were you when the bell rang?
   C: I was playing on the monkeybars.
   on the swings.
   on the slide.
   outside.
   in the room.
   on the porch.

7. (Teacher can allow child to pantomime while her back is turned.)
T: What were you doing while I was not looking?
C: I was jumping.
twirling.
tumbling.
fighting.
sliding.
crawling.
tiptoeing.
Variation: One child can ask the next:
A: What were you doing?
B: I was jumping, etc.

8. I saw (Name) at the beach yesterday. He was swimming.
She wading.
running.
splashing.
playing.
digging.
fishing.

9. My baby sister was crawling under the bed.
brother table.
chair.
porch.
crib.

10. Bugs were crawling under the rocks and the old boards.
living
hiding
playing
running

11. The dog was hiding under the car.
cat
boy

12. Lots of boys were at my party.
girls
children
people
friends

13. I saw lots of dogs in your yard.
birds
ants
flowers
vegetables

14. It's time for lunch.
breakfast.
dinner.

It's time to take a nap.
play.
eat.
rest.
to go to bed.
to the bathroom.
cafeteria.
playground.
library.

15.

A:		B:		
Do you have time to	help me?	Yes, I have	a lot of	time.
	read to		lots of	
	sing to			
	play with			
	talk with			

16. I can take a bath by myself.
brush my teeth
paint a picture
have fun
walk to school
stay at home

17.

A:	B:	
What did you make for yourself?	I made myself a	kite.
(Repeat)		funny mask.
		thick sandwich.
		pretty lei.

18. I scratched myself with the pencil.
cut on the knife.
hurt on the rocks.
saw in the mirror.

* * * * * * *

LESSON Xb - Kindergarten

TARGETS:
1. Mass noun: grass
2. Irregular past: heard, ran, hid
3. Strengthening the use of the past progressive

NOTES:
1. Children can take parts.
2. Children are asked to tell what animals like to eat grass, or what it is good for:
A: Cows like to eat grass.
B: Grass is good to play in.

3. Teacher can ask children to close their eyes for five seconds or so and be very quiet. They are to listen for a sound. Then each child gives an answer to the teacher's question:
   T: (Name), what did you hear?
   C: I heard a squeak.
4. Teacher can ask: "What did you hear last night?"
   C: I heard a dog barking.
5. One child says how he can run or where he can run to. Second child says that he did the same thing the day before:
   A: I can run fast.
   B: I ran fast yesterday.
   B: I can run to the store.
   B: I ran to the store yesterday.
6. Have about eight objects on the table. Let the children look at these objects. Then ask one child to close his eyes. Teacher then hides one object under the palm of her hand:
   T: What did I hide?
   C: You hid the marble, etc. (Child allowed three guesses)
7. A few children hide something somewhere in the room while the others close their eyes. One child guesses where the object was hidden:
   A: You hid the ball in the desk.
   B: No, I didn't. /Yes, I did.
   (If "A" can't guess, "B" says, "I hid it _______.")
8. For extra material:
   a. "Dickory, Dickory Dock" - Mother Goose

      Dickory, dickory dock,
      The mouse ran up the clock.
      The clock struck one,
      The mouse ran down,
      Dickory, dickory dock.

   b. "Rabbit Tale" by Rowena Bennett. Merry-Go-Round. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.

DIALOGUE:

A Cat's Tale

Three cats were sitting on a wall. They were talking about many things. They were telling each other about their adventures.

A: Something awful happened to me last week.
B: What happened?

A: Well, I was playing in the tall grass. My brother wasn't playing. He was lying down under a tree.
C: Yes. I was taking a nap. Suddenly I heard a screech. A little boy was holding on to my brother's tail.
B: Why was he doing that?
A: He wanted to take me home with him.
B: What did you do?
A: I yelled and I scratched.
C: Yes, it was so noisy. The boy was yelling, too. I hid in the tall grass.
A: The little boy finally dropped me. He ran home crying.
B: Did you hurt him?
A: Not very much. I taught him a lesson.
C: He won't pull a cat's tail next time.

EXERCISES:

1. I heard you last night. You were talking.
yelling.
screaming.
whistling.
laughing.
singing.

2. I looked under a board.

Some	centipedes	were	crawling around	under it.
	bugs		living	
	worms		wiggling	
	ants		running	

3. A: What were you doing early this morning?
B: I was dressing my doll.
eating some cereal.
playing with my dog.
playing on the swings.
playing on the slide.

4. We looked outside. A bird was eating a worm.
bug.
seed.

Some	goats	were	eating.
	mynah birds		talking.
	doves		cooing.
	cows		mooing.

5. Cows like grass.
Horses
Goats
Grasshoppers

6. A: How much grass did the gardener burn?
you
he

B: He burned a barrel full of grass.
big pile of
lot of
big box full of

7a. Grass is food for animals.
bugs.
cows.
horses.

7b. The grass needs watering.
mowing.
raking.
cutting.
fertilizing.

8a. My father's mowing the grass.
cutting
planting
watering

8b. The grass tickles my toes.
hurts

9. I heard (Name) call last night.
yell
sneeze
sing
cough
laugh

10. A:
Did you hear the siren?
knock?
drum?
crash?
thud?

B:
Yes, I heard it. It was loud.
noisy.
terrible.
awful.
scary.

11. I ran all the way home.
He
She
My dog
cat

12. A:
Did you run home?
he to school?
she to the store?
they to the park?
to the beach?

B:
Yes, I ran all the way.
he
she
they

13. The rat ran around the hole.
It tree.
room.
bush.
pile of grass.

14. My pet ran away.
to me.
with me.
around me.
behind me.
ahead of me.

15. A: B:
Where did the cat hide? The cat hid in the bushes.
dog dog closet.
he He tall grass.
she She under the house.
they They desk.

16. They hid the pencil, but I found it.
He book
She slipper
You sleeping bag
purse

17. A: My baby sister was naughty yesterday. She hid my shoe.
book.
ring.
sweater.
necklace.
ball.

B: Where did she hide it?
A: She hid it under my father's chair.
car.
bed.
hat.

18. We were playing hide-and-seek.
The girls hid behind my brother's car.
He the bushes.
She the garage.
I a tree.

LESSON XIa - Kindergarten

TARGETS: 1. Expletive: there

NOTES:
1. Use appropriate pictures of zoo scenes. Names of animals can be changed to go along with the available pictures.
2. Teacher can hold up pictures of scenes and ask the children to tell what's there:
   "There are trees in the picture."
3. Teacher can ask the children to say what's in the classroom:
   A: There's a clock on the wall.
   B: There are ten desks.
4. Interrogative form is difficult to elicit independently so limit practice to exercises.
5. Children can tell what animals are in the local zoo. They can also tell what animals are not at the zoo:
   "There are donkeys at our zoo. But there's no lion."

DIALOGUE:

Animals at the Zoo

Are there many animals at the zoo? Yes, there are. Some are big and some are small. There are noisy animals and there are quiet animals. What animals can you see at the zoo?

A: There's a panda from a faraway place. He looks like my furry toy.

B: There's a mother kangaroo with a baby in her pouch.

C: There are big elephants at the zoo. They swing their trunks and walk quietly around.

D: There's a baby camel drinking his milk. He has two tiny humps on his back.

E: There are giraffes in their cages. They have long, long necks.

F: There's a little monkey at the zoo. It likes to drink milk.

G: There are zebras at the zoo. They look like horses. But they have stripes. It's fun watching the animals at the zoo.

EXERCISES:

1.

A:	B:
There's a bug on my book.	I caught it.
an ant	
fly	
grasshopper	
There are bugs on my book.	I caught them.
ants	
flies	
grasshoppers	

2. There are kittens in the box.
dogs outside.
puddles everywhere.
shoes in the doorway.
bells on her shoes.

3.

A:	B:
Are there any cookies left?	Yes, there are.
crackers	No, there aren't.
mints	
lifesavers	
pieces of candy	

4.

Old Mother Hubbard:	Dog:
Is there any food in my cupboard?	No, there isn't.
milk	There's nothing left.
cereal	
candy	
meat	
flour	
celery	
bread	

5a. There aren't any crayons left.
pencils
blocks
cookies

5b. There isn't any milk on the table.
cereal
lettuce
candy
celery

6. Is there a package of napkins by the sink?
tissues
pencils
cups
spoons and forks

7. There's going to be a visitor tomorrow.
program
party
fire drill
birthday party

8.

A:	B:
Is there an extra chair here?	Yes, there is.
desk	No, there isn't.
eraser	
ball	
cup	
plate	

9.

A:	B:
Are there any extra chairs here?	Yes, there are.
desks	No, there aren't.
erasers	
balls	
cups	
plates	

* * * * * * *

LESSON XIb - Kindergarten

TARGETS:
1. Irregular past: went
2. Noun determiner: a little
3. Mass noun: cheese
4. Strengthening the use of the expletive "there"

NOTES:
1. Children can take parts.
2. If the children have difficulty pronouncing the final cluster in "went", concentrate practice on exercises 1 and 2 where "went" is followed by a word beginning with a vowel sound.
3. Children answer the teacher's question:
   T: Where did you go yesterday/last Saturday, etc. ?
   C: I went to ____________.
4. Children make believe that they're going on an errand. Teacher gives the cue and children use this pattern:
   T: . . . bread
   A: How much bread shall I buy?
   B: I have only a little bread left. Please buy a loaf for me.
   CUES: flour
   butter
   celery
   milk
   cereal
   candy
   food
   lettuce
   cheese
   gum
   meat

DIALOGUE:

The Old Woman and the Cat

There was once an old, old woman. She lived in a little old house behind a big hill. There were many animals living around her.

The old woman was very kind to the animals. They went to visit her often. There usually wasn't much food in her house. But she always had a little food to share with her animal friends.

Old Woman: Good morning, Mrs. Cat. How are you this morning?
Mrs. Cat: Good morning. I'm fine, thank you.
Old Woman: There's a little milk left in this bottle. Would you like to have it?
Mrs. Cat: Yes, I would. There was no food for my kittens this morning. Here they are. They'll be glad to have the milk.
Old Woman: There was a mouse behind my stove last night. Can you catch it for me?
Mrs. Cat: I'll try. Is there any cheese in the house?
Old Woman: Yes, there is. There's a little piece in the cupboard.
Mrs. Cat: I can use it to get the mouse out.

EXERCISES:

1. The dog went into the dog house.
pig pen.
car.
store.

2. The children went into the house.
around
under
behind

3.

A:		B:		
Where did	you go?	I	went to the	store.
		We		park.
	he	He		supermarket.
	she	She		library.
	they	They		beach.
				office.

4.

A:	B:	
Did you go by yourself?	No, I went with my	father.
(Repeat question)		mother.
		brothers.
		cousins.
		sister.
		mother and father.

1
5

5.

A:	B:
Were there any birds in the nest?	Yes, there were.
baby birds	No, there weren't.
eggs	
feathers	

6. There are some mangoes left.
hamburgers
carrots
pies

7. There's bread on the table.
celery
gum
candy
milk
cheese

8.

A:	B:
Was there a lion at the zoo?	No, there wasn't.
a tiger	
an elephant	
a giraffe	

9. There are many people at the beach today.
children
babies
dogs

10. There are many ways to help our mothers.
fathers.
grandmothers.
parents.

11. There's a bar of candy in the kitchen. I'm going to eat it myself.
bowl of cereal
package of gum
chunk of cheese
slice of bread

12. There's a little candy left.
milk
cheese
lettuce

13. We gave the dog a little milk.
cat
puppy
colt
kitten
lamb

14. Pour a little milk into the glass.
bowl.
cup.
pot.

15. I just want a little milk.
bread.
lettuce.
cereal.
celery.

16. Save a little candy for me.
food
meat
cereal
cheese

17. Is there any cheese left?
much
some
a little
a lot of

18. Cheese is good with crackers.
bread.
celery.
to eat.
in sandwiches.
for snacks.

19. This cheese is too sweet.
smelly.
rubbery.
hard.
dry.
old.

20. I want a slice of cheese.
piece of
chunk of
hunk of
pound of

LESSON XIIa - Kindergarten

TARGETS: 1. Tag questions

NOTES: 1. Substitute names of children.

2. It will be difficult to elicit tag questions independently. Teacher can provide questions with tags as models. They can be tag questions about where the children live or what they like or dislike. If the statement is affirmative, the attached question is negative; if the statement is negative, the attached question is affirmative. The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. The person asking a question beginning with a negative statement expects a negative answer. However, the person responding may either agree or disagree.
Examples:
T: You live on Pua Street, don't you?
C: Yes, I do. or No, I don't live on Pua Street.
T: John isn't here, is he?
C: No, he isn't. or Yes, he's here.

3. Refer to the Pronunciation Section of the Manual for intonation patterns to use with tag questions.

4. The dialogue is marked with intonation patterns. The teacher should adhere to these patterns until the children are familiar with them. Then she may vary the emphasis but the intonation on the tag questions should not be varied.

DIALOGUE:

Tadpoles

There are tadpoles in the kindergarten aquarium. Some are toad tadpoles. Some are frog tadpoles. Tadpoles are fun to watch, aren't they?

A: These aren't all frog tadpoles, are they?

B: No, they aren't. Those big ones are frog tadpoles.
Those tiny ones are toad tadpoles.

A: Frogs and toads have four legs, don't they?

B: Yes, they do.

A: But these tadpoles don't have legs, do they?

B: No, they don't. But their legs will come out later.

Their tails will get smaller and smaller.

A: I like to watch the tadpoles. Don't you?

B: Yes, I do. They move their tails back and forth.

It's a funny way to swim, isn't it?

A: No, it isn't. That's the fastest way for them to move.

EXERCISES:

Notes:

1. If the children have difficulty, have them first say the sentences without the tag and then add the tag.
2. Go through the exercises using the falling intonation first. When the children are familiar with this pattern, go through the exercises again using the rising intonation. Then finally combine both patterns.

1.

A:				B:	
He's smart,	isn't	he?	Yes,	he/she	is.
She's		she?	No,	he/she	isn't.
They're	aren't	they?	Yes,	they are.	
(Name's)			No.	they aren't.	

2.

A:			B:
It's fun to	ride on the merry-go-round,	isn't it?	Yes, it is.
	ride on the swings,		No, it isn't.
	climb the monkey bars,		
	pile up the blocks.		
	have a party,		

3.

A:			B:
A cat can catch a	mouse,	can't it?	Yes, it can.
	bird,		No, it can't.
	rat,		

4. We should clean up our room, shouldn't we?
pick up our toys,
stack up the blocks,
put the crayons back,

5a.

T:	C:
(Name) doesn't have blue eyes, does he?	No, he doesn't.
blond hair, she?	she
green eyes,	
long hair,	
blue socks,	

5b.

(After response to #5a, ask:)	C:
He has (color) eyes, doesn't he?	Yes, he does.
She hair, she?	she
(etc.)	

6.

T:	C:
Puppies can't shake hands, can they?	No, they can't.
Kittens color pictures,	
Bunnies stack blocks,	
Cubs play with dollhouses,	

7. (Two types of patterns can be practiced. When "A" is a "timid child," a rising intonation pattern is used for the tag questions. When "A" is a "bold child," a falling intonation pattern is used for the tag questions.)

A: Mr. Bear, you don't eat children, do you?
Lion, bunnies,
Tiger, kittens,
puppies,

B: No, I don't. I'm a nice bear. What are you doing in the forest?

A: I'm lost, Mr. Bear. You can show me how to get home,
Lion. can't you?
Tiger.

B: Yes, I can. Come with me.

LESSON XIIIa - Kindergarten

TARGETS:
1. Irregular plural: sheep, feet
2. Complex sentences
3. Irregular past: flew, came
4. Reflexive pronoun: himself

NOTES:
1. Each child tells what a boy in the class or a baby brother did/can do "by himself":
   "My brother can walk home by himself."
2. Each child tells what he can do with his foot or feet:
   A: I can jump on one foot.
   B: I can kick with my feet.
3. Children can sing "Baa, Baa, Black Sheep" and "Little Bo Peep".
4. Each child can tell about someone who came to visit him:
   "My uncle came to visit us. He came from Kona."
5. Teacher can choose some children to be mynah birds and one child to be a cat. She can say that the mynah birds have names. The rest of the class can do the talking:
   "Five little mynah birds were playing in the yard.
   Along came a mean old cat, creeping very quietly.
   (Name) saw the cat and flew away.
   (Name) saw the cat and flew away. (etc.)
   They all flew away."
   (Continue until all the birds are gone.)
6. To elicit some of the complex sentences, have children tell:
   a. What they would do if they had a magic ring or an unusual pet or toy:
      "If I had a magic ring, I would change myself into a giant."
      "If I had a donkey, I would ride him."
   b. What they do or must do when they go home from school or wake up in the morning, or after they brush their teeth or eat their supper:
      "I play with my dog when I go home from school."
      "I rinse my mouth after I brush my teeth."
   c. What their favorite TV program, game, or other activity is, and give the reason:
      "I like to watch 'The Three Stooges' because they act crazy."
7. For extra material:
   a. Children can sing "Hokey Pokey" from Music in Our Town, Book 2, Silver Burdett Co., c. 1956, 1962.

b. "Shoes" by Tom Robinson. Arbuthnot, May Hill. *Time for Poetry*. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 4.

DIALOGUE:

Webby

Once there was a friendly little duck. His name was Webby. Do you know how he got his name? He had webbed feet. That's why his mother called him Webby.

Webby liked to play. But he didn't like to play by himself. His mother was always busy. So he went around looking for playmates.

Webby: Friend Horse, do you want to play with me?
Horse: I'm very busy. I have to help the farmer. If you'll wait, I'll play with you later.
Then the horse galloped away.
Webby: Friend Dog, do you want to play with me?
Dog: I'm very busy. I have to watch the farmer's flock of sheep. If you'll wait, I'll play with you later.
Then the dog saw that a sheep was running away. So he hurried away to bring it back.
Webby: Friend Pigeon, do you want to play with me?
Pigeon: I'm very busy. I have to look for some food. If you'll wait, I'll play with you later.
Then the pigeon flew away.
Webby: Little Boy, do you want to play with me?
Boy: Yes, I do. I was lonely until you came along.
Webby: I was, too. I'm glad I found you.
Webby and the Little Boy played by the pond all day long.

EXERCISES:

1. I saw a sheep in the field.
two
a lot of
one
lots of
2. My friend has some sheep.
two big
one little
three fat

3. A: The boy has a pet sheep. It's cute.
gray.
fat.
fluffy.
small.
B: His father has many sheep. They're cute (etc.) too.

4. A:
A sheep is sleeping.
chewing grass.
crawling under the fence.
jumping over the fence.

B:
Two sheep are sleeping.
chewing grass.
(etc.)

5. The girl put her feet in the water and wiggled her toes.
splashed.
kicked.

6a. (Change "foot" to "feet".)
He pushed the chair with his foot.
wagon
log
box

6b. The little boy had scars on his foot.
sores
blisters

7. My feet are tired.
dirty.
cold.
wet.
bigger than yours.
smaller than yours.

8. (Children lie on their backs on the floor. Initially, the teacher gives the directions; later, individual children can call out directions to teacher cues.)

Lift your right foot.
Tap
Touch
Tickle
Squeeze

Lift your left foot.
Tap
Touch
Tickle
Squeeze

Now, lift both feet.
tap
touch
tickle
squeeze

9. I can guess what's in the box.
closet.
pocket.
bucket.

10. Tell me where you live.
she lives.
they
(Name)

11. (One child can repeat after the teacher and call on another child.
That child can perform the action
Show me how a duck walks.
cat scratches.
monkey swings.
dog bites.

12. She hid the cookie (that)* mother gave her.
gobbled
dropped
chewed
saved
(* Optional -- less formal without it.)

13. I know where she put the broom.
teapot.
blocks.
crayons.

14. I have a friend who has a puppy.
guinea pig.
rabbit.
kitten.

15. I'll play with you if you let me color.
draw.
paint.
be the leader.
go first.

16. I like him because he lets me ride his bike.
borrow his pencil.
slide first.
play with his dog.

17. A jet flew over Keaukaha.
Hilo.
Hilo Bay.
the ocean.

18. A mynah bird flew to the ground.
into the tree.
to the top of a pole.
on the roof.

19. Did you see that bug fly into the room?
It flew to the ceiling.
over my head.
around my desk.
under the table.
to the floor.

20. My father flew to Honolulu in a big jet.
friend
cousin
neighbor
21. A new student came to school yesterday.
new teacher
fire engine
milk truck
22. A: Why did your friend come yesterday?
B: My friend came to see me.
play with me.
see my pet.
help me.
watch TV.
23. I put some food on the ground.
A bird came to get the food.
rat
mongoose
cat
dog
24. A boy came to show us his pet rabbit.
turtle.
mouse.
guinea pig.
mynah bird.
parakeet.
25. He carried it himself.
planted
painted
grew
fixed
cut
26a. The boy played on the swing by himself.
merry-go-round
slide
climbed jungle gym
26b. He goes to the store by himself.
visits his friends
walks to school
27. He made a toy airplane for himself.
toy car
hat
mask
sandwich

28. He sings to himself.
talks
hums
grumbles

* * * * * * *

LESSON XIIIb - Kindergarten

TARGETS:
1. Irregular past: fell, hit, thought
2. Mass noun: corn
3. Strengthening the use of complex sentences

NOTES:
1. Children can take parts, including the narrator's part.
2. The teacher can ask questions about the story:
   - a. Why did the pig live by himself?
   - b. What was his favorite food? Why?
   - c. What happened to him one day?
   - d. What was he doing?
   - e. What did he think was happening?
   - f. What did the mongoose think?
   - g. What really happened?
3. Have children pantomime falling or hitting actions. Child tells what a particular child did:
   A: He fell from the chair.
   B: She hit the table.
4. Let each child tell what he does when school is out or what he would do if he had three wishes.
5. Teacher: We're going to play a game. Everybody put on your thinking caps and close your eyes. Think hard about something.
   T: (Name), what did you think about?
   C: I thought about my pet dog.
   (Call each child in turn. Tell them that they can think about make-believe things.)
6. For extra material refer to: Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962.
   - a. "On a Day Like This", p. 50.
   - b. "My Hands", p. 76.

DIALOGUE:

The Pig Who Liked Corn

There was once a little pig who lived all by himself. He thought he was better than all the other pigs. But he had other animal friends.

This little pig liked to eat corn. So he planted a lot of corn in his garden. He thought that corn was the most delicious food. He liked to share his corn with his friends.

One day he was working in his cornfield. Something fell and hit him on his head. He thought the other pigs were throwing things at him.

Little Pig: Someone wants to steal my corn. I wonder who it is. Could it be the other pigs? Mongoose, did you see any strange pigs around?

Mongoose: No, I didn't. Maybe a nut fell from that tree and hit you.

Pig: I don't think so. There are no nuts on that tree right now. Mynah Bird, did you see any strange pigs around?

Mynah Bird: No, I didn't. Are you looking for someone who hit you?

Pig: Yes, I am. Someone hit me on my head.

Mynah: I was the one that hit you. I found a kernel of corn so I was taking it to my nest. Then I dropped it. It fell and hit you on your head. I'm sorry.

Pig: Don't worry. It wasn't your fault. I'm glad no one was trying to take my corn.

EXERCISES:

1.	She's	the one who	made me cry.
	He's		pushed me.
	You're		tickled me.
			told me a lie.

2.	I remember the animal that we saw. It was	a	rabbit.
		a	mongoose.
		an	elephant.

3.	The kitten cried when we	picked her up.
		looked at her.
		touched her.
		petted her.

4.	(Name) told us how she	feeds	her	puppy.
		washes		guinea pig.
		brushes		bunny.
		pets		(etc.)
		holds		

5. A: Why is he crying?
B: He's crying because he scratched himself.
cut
pinched
burned

6. A: How long are you going to wait?
play?
stay?
swim?

B: I'm going to wait until my mother comes.
play father
stay brother
swim sister

7. The marbles fell on the floor.
caryons
blocks
boxes

8. A guava fell on his head.
papaya
An orange
tangerine
mango

9. He tripped and fell with a thud.
clunk.
bang.
crash.
an oof!

10. A leaf fell from the tree.
blossom
twig
limb
baby bird
coconut

11. The toy soldiers fell down.
doll
stack of blocks
teddy bear
dollhouse

12. I hit my knee and yelled, "ouch!"
elbow
hand
foot

13. Yesterday, the teacher hit a spider with a newspaper.
an ant
beetle
grasshopper
centipede

14. I cried when the ball hit my nose.
head.
chin.
elbow.
ear.

15. (every day)
I think about food.
candy.
chewing gum.
my lost pet.

(last night)
I thought about food.
candy.
chewing gum.
my lost pet.

16. I thought you were the winner.
the loser.
a good sport.
a ghost.

17. I thought the bug was chasing her.
following
biting
stinging
crawling on

18. The teacher thought we were hungry.
tired.
sleepy.
thirsty.
lazy.
angry.

19. My brother likes canned corn.
frozen
fresh
creamed

20. The corn in our garden is good.
tall.
tasty.
sweet.
ripe.
delicious.

21. A: How much corn does your family eat?
B: We usually eat a lot of corn.
many ears of
lots of
We don't eat much corn.

22. Corn is good with meat.
beans.
carrots.
peas.

23a. The hens ate the kernels of corn.
ducks
birds

23b. We popped the kernels of corn.
planted
played with

* * * * * * *

LESSON XIIIc - Kindergarten

TARGETS:
1. Mass noun: noise
2. Strengthening the use of the comparatives and superlatives

NOTES:
1. Children can take parts.
2. Each child can tell what kind of noise bothers him the most: "The jet's noise bothers me."
3. For extra material use "What They Like", Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 10.

DIALOGUE:

Three Roosters

Once there were three roosters. Their names were Cocky, Doodle, and Doo. Each rooster was very proud of himself. Each thought he was the best rooster of all. They were always arguing with each other.

Cocky: I'm the most beautiful rooster in the world.

Doodle: No, you're not. My tail feathers are more beautiful than yours.

Doo: But mine are more colorful. They're the brightest feathers any rooster could have.

Cocky: Your feathers may be brighter than mine, but my comb is redder.

Doodle: The reddest comb isn't always the best comb. Mine stands up better than your comb. /yours.

Cocky: I'm more useful than you are. I have the loudest crow. I wake people up every morning. I'm the most useful rooster on this farm.

Doo: My crowing is more wonderful than yours. Listen to this.

Doo started to crow. Cocky thought he had a better voice. So he started. Then Doodle started. He thought he had the best voice of all.

"Cock-a-doodle-doo!"
"Cock-a-doodle-doo!"
"Cock-a-doodle-doo!"

Farmer: That's too much noise for me. I'm going to kill my roosters and eat them.

EXERCISES:

1. Lawnmowers make a lot of noise.
   Trucks lots of
   Airplanes
   Motorcycles
2. Noise hurts my ears.
   makes my head ache.
   me dizzy.
   me nervous.
3. T: Noise bothers me. Does noise bother you, "A"?
   A: Yes, it does.
   No, it doesn't.
   Does noise bother you, "B"?
   B: Yes, it does.
   No, it doesn't.
   Does noise bother you, "C"?
4. We can make noise with a hammer.
   drum.
   horn.
   bell.
   firecracker.
   whistle.
5. Her puppy's smaller then mine.
   foot's bigger
   kitten's softer
   fingernail's longer
6. The quietest boy in class is (Name).
   fastest girl
   luckiest
   neatest
   strongest

7. A: Is (Name) the tallest boy in the class?
smallest
thinnest
oldest

B: Yes, he is. He's taller than all the other boys.
(etc.)

8. I don't want this. I want a fluffier sweater.
warmer
bigger
prettier
brighter

9. It's more fun to play than to work.
skip walk.
slide sit.
sing talk.

10. Three children talk together:

A: I caught a big fish yesterday.
pretty butterfly
long eel
fat worm

B: I caught a bigger one.
prettier
longer
fatter

C: And I caught the biggest fish of all.
prettiest butterfly
longest eel
fattest worm

SEQUENCE OF LESSONS FOR GRADE ONE

Lesson Number and Name . . . . . Page

Ia. 299
  Part 1 - A Friend
  Part 2 - School

Ib. 301
  Part 1 - A Good Time
  Part 2 - A Game

IIa. 304
  Part 1 - A Guessing Game
  Part 2 - The First Day

IIb. 306
  Part 1 - A New Game
  Part 2 - The Wagon
  Part 3 - Arithmetic

IIc. 309
  Part 1 - Sharing
  Part 2 - A Dog

IIIa. 312
  Part 1 - My Hand
  Part 2 - Running an Errand

IIIb. 314
  Part 1 - Helping at Home
  Part 2 - The Policeman

IIIc. 318
  Part 1 - Going to School
  Part 2 - A Cold

Lesson Number and Name . . . Page

IIId. 321
Part 1 - Safety Rule: Crossing the Street
Part 2 - Bicycle Safety

IVa. 325
The Missing Umbrella

IVb. 327
The Praying Mantis

IVc. 331
Part 1 - An Adventure
Part 2 - A Lost Pet

IVd. 334
The Lost Cat

Va. 337
Part 1 - A New Pet
Part 2 - Pets

Vb. 339
Part 1 - Magnets
Part 2 - Helping at Home

Vc. 343
Helpers at School

VIa. 345
Part 1 - Shadows
Part 2 - Baby Brothers and Sisters

VIb. 349
Part 1 - The Discovery of the Ants
Part 2 - The Lost Mother

VIc. 352
A Summer Trip

Lesson Number
and Name   Page

VId. 356
A Rainy Day

VIe. 360
Part 1 - Fire Drill Rules
Part 2 - Goodbye Wild Ducks

VIIa. 364
At the Supermarket

VIIb. 367
A Search for a Birthday Present

VIIc. 370
Good Health Means Good Food

VIIIa. 374
The Fastest Runner

VIIIb. 377
A Rainy Day

IXa. 381
The Monarch Butterfly

IXb. 385
Which Are You?

Xa. 389
Helping at Home

Xb. 392
A Good Day for Ducks

XIa. 396
The Runaway Rabbits

XIb. 399
Mother Hubbard

Lesson Number
and Name   Page

XIIa. 405
Part 1 - A Funny Pet
Part 2 - A New Boy at School

XIIIa. 411
Firemen

XIIIb. 414
At the Airport

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Ia	Nominative pronouns Determiners Linking verbs Lexical item	he, she, we, they, I, you the, a is, are, am(contracted) like	I'm a student. She's nice. The new girl's my friend. I like kickball.
Ib	Nominative pronoun Determiner Lexical item	it an have	It's an orange kite. I have a good time.
IIa	Interrogative linking Negative declarative linking Affirmative and negative predicate substitute Prepositions	in, at	Are you an animal? No, I'm not a chick. Yes, I am. No, they're not. She's in the office. She's an important person at school.
IIb	Prepositions Objective pronouns Lexical item	for, with them, me ask	Please call them for me. Please play with me. Ask them.
IIc	Objective pronouns Noun substitute Preposition	it, him, her mine to	Sometimes I let him hold it. I let her use mine sometimes. I come to school with him every day.
IIIa	Present progressive Prepositions Lexical item	under, on stay	This wiggly pointer's looking under a table. This little man's rolling on the floor. We're staying here.

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IIIb	Interrogative present progressive		Are we going to eat now? No, we aren't. Yes, they are. I want to help them. Are you coming out later to call us?
	Predicate substitutes		
	Infinitive		
	Objective pronoun	us	
	Lexical item	want to	
IIIc	Negative declarative present progressive		My sister's not going to ride the bus. Is he going to give you an injection? Please tell the teacher for me.
	Objective pronoun	you	
	Lexical item	tell	
IIId	Negative interrogative present progressive		Aren't we going to cross the street now? We aren't going to run across the street.
	Preposition	across	
IVa	Irregular past	was, lost, went	I lost my umbrella. It was out on the playground. I went out there to look for it. Did you find your umbrella? Yes, I did. No, I didn't. I didn't miss it.
	Preposition	out	
	Interrogative "did-didn't"		
	Predicate substitute "did-didn't"		
	Declarative "did"(negative)		
IVb	Noun plurals	/-z, -əz/ endings	Gardeners like mantises. It's waiting to catch another insect. It looked like part of the bush. Then suddenly it grabbed a beetle.
	Noun determiner	another	
	Prepositions	like, of	
	Regular past	/-t, -d/ endings	

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced General Target	 Specific Target	Typical Sentences from the Lesson
IVb	Irregular past	saw	No, I didn't see it, but I saw another bug like it before.
IVc	Irregular past Regular past Preposition	heard, crept, ran, came, were /-əd/ ending out of	Slowly he crept out of his hole. He heard the birds singing and the leaves rustling. It came straight at him. Its two eyes were bright. It dropped the sandwich and ran to his hole. He scooted inside.
IVd	Noun plural Negative interrogative "did" Noun determiner	/-s/ ending several	I saw several cats in the yard across the street. Didn't it come home to eat this morning?
Va	Interrogative "do-does" Predicate substitute "do-does"("not" contracted) Negative declarative "do-does"("not" contracted) Noun substitute Noun determiner	 much any	Does a guinea pig cry at night? Yes, it does. No, it doesn't. It doesn't run around much. Do you have any pets at home?
Vb	Third person singular present tense Noun determiner	/-s, -z/ endings these	It looks like a horseshoe. It pulls these things. Magnets even attract through

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Vb	Preposition Irregular third person singular verb	through has	things. Mrs. Nishimoto has a giant magnet.
Vc	Third person singular present tense Negative interrogative "do-does" Noun determiner	/-əz/ ending many	One monitor erases the chalkboards. Doesn't Mr. Kawate clean your room? A school has many helpers.
VIa	Modals: can, could a. Affirmative and negative interrogative b. Affirmative and negative declarative c. Affirmative and negative predicate substitute ("not" contracted) Noun determiner Prepositions Irregular plural	those by, behind children	Couldn't you see your shadow? Could you see your shadow yesterday? I can see many shadows. It can't go through your body. I could see it. Yesterday I couldn't see my shadow. I couldn't. No, I can't. Yes, she could. Now she can. Let's hide behind those bushes. I'm standing by the window. She's playing with the other children.
VIb	Modals: a. Shall - interroga-		Shall I signal the others? Will they find her?

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIb	tive with the first person pronouns b. Will - interrogative, predicate substitute, affirmative declarative(contracted) c. May - interrogative (to ask permission) predicate substitute d. Would - interrogative, predicate substitute, affirmative declarative(contracted)		Yes, I will. I'll help you. May I help too? Yes, you may. Would you please hurry? Yes, we would. I'd like to reach the nest first. We found a broken cookie. The little boys can't find their mother.
	Irregular past	found	
	Possessive pronoun	their	
VIc	Modals: a. May/might(to express possibility) - negative and affirmative declarative, affirmative predicate substitute b. Will - negative declarative("not" con-		I may change my plans. Daddy might not take us. I may. We won't be naughty. No, they won't. You must be teasing. You mustn't say naughty things. No, we wouldn't.

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIc	tracted), predicate substitute c. Must - affirmative and negative declarative d. Would - negative predicate substitute ("not" contracted)		
VId	Modals: a. Should - affirmative and negative declarative, affirmative and negative interrogative, affirmative and negative predicate substitute b. Ought to - affirmative declarative c. Would - negative interrogative("not" contracted) Irregular plural Preposition	people, leaves from	People should stay at home today. We shouldn't sit here and fight. Should we go fishing today? Shouldn't we invite mommy? Yes, we should. No, they shouldn't. That ought to keep us busy. Wouldn't mommy let us go? The leaves floating in the yard are fishes. Look at those people across the street from us.
VIe	Negative imperative Objective pronoun Reflexive pronouns	them(inanimate objects) yourself, myself	Don't go back to the classroom by yourself. I can't learn the rules by myself. You must help me with them.

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIa	Noun possessive Mass nouns Noun determiners Irregular plural	/-z/ ending food, bread, jam, butter, milk, meat lots of, kinds of, much loaves	He likes to fill his mother's shopping wagon. I see lots and lots of bread. I see so many kinds of jam. I need some meat and a gallon of milk. Get two loaves of bread. The butter is in the cooler. How much meat shall I get?
VIIb	Noun possessive Lexical item Strengthening the use of modals Strengthening the use of possessive ending	/-s, -əz/ endings also /-z/	The hawk's eyes can see far. He decided to search for Santa Claus' toy shop. He also flies everywhere. He wanted to get something for his father's birthday.
VIIc	Preposition Mass nouns Noun determiner Irregular plural	about grass, energy, sugar, health a lot of teeth	Some children are talking about good health. Some animals eat grass. Sugar gives us energy. Our bones and teeth need milk to grow strong and straight. We should drink a lot of milk every day.
VIIIa	Comparative-superlative suffixes Irregular comparative-	-er, -est	He runs faster than anyone else. He seems to be the fastest runner in school.

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIIa	superlative Preposition	better, best over	Who is the better runner? Is he the best jumper also? I once saw him jump over a fence this high.
VIIIb	Mass nouns Strengthening the use of the comparative-superlative suffixes	rain, water -er, -est	The rain's coming down hard. The puddles of water are getting bigger and bigger.
IXa	Comparative-superlative with "more-most" Irregular past Mass noun Noun determiner	caught, flew, had juice kind of	And I caught the most beautiful one. Was it more beautiful than that white butterfly there? It flew too high. Oh, we had one in our classroom. What kind of butterfly was it? They suck the juice of plants.
IXb	Mass nouns Strengthening the use of the comparative-superlative with "more-most"	time, soda pop	I couldn't get up in time. Soda pop's a better drink.
Xa	Past progressive Expletive Irregular past	it cut	It was a beautiful day. The sun was shining. We were all helping my father this morning, too. My brother cut the grass.
Xb	Noun substitute Reflexive pronoun	ones ourselves	The ducks were the only happy ones.

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Xb	Strengthening the use of the past progressive and the expletive "it" Strengthening the use of the mass noun "rain"		We can splash all by ourselves. People were hurrying to get out of the rain.
XIa	Expletive Mass noun Irregular past	there lettuce forgot	There are some carrots and some lettuce. One day the little boy forgot to close the door tightly.
XIb	Mass nouns Noun substitute Irregular past Noun determiner Strengthening the use of the expletive "there"	work, money any ate a few	Is there any money in your purse? There's always work to do. No, there aren't any. We ate them last week. There were only a few beans and a few heads of lettuce left.
XIIa	Tag questions		A parrot is a beautiful bird, isn't it? He sounds funny, doesn't he?
XIIIa	Complex sentences Irregular plural	men, equipment	The men take care of their trucks and equipment when they aren't at a fire.
XIIIb	Mass noun Irregular past	fun took, made, got	I had a lot of fun looking around. I took leis that I made to give her.

Grade One

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
XIIIb	Preposition Strengthening the use of the expletive "there"	into	I even got into the pilot's seat.

LESSON Ia - Grade 1

TARGETS:
1. Nominative pronouns: he, she, we, they, I, you
2. Determiners: the, a
3. Linking verbs: is, are, am (contracted)
4. Lexical item: like

NOTES:
1. Substitute names of children.
2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel or a consonant, be sure to group the items chosen into those words that begin with the vowel and those that begin with a consonant. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowels and with consonants.
   Examples:

/ði/:	the apple	the elephant	the orange
/ðə/:	the green apple	the monkey	the bird

3. Have pictures of workers and other people. Ask a child to tell who each worker is: "She's a nurse."
4. Child tells the class how it feels: "You're all sad." Class replies: "We're sad," and pantomimes.
5. Child says that he sees others and tells how they feel: "I see (Name) and (Name). They're happy. /sad. /etc."
6. Show pictures of animals or children. Each child describes the appearance of the animal or child, not the action. Give animals names so that children can use pronouns "she/he": "He's furry." "She's tall."
7. Each child stands up and tells about himself (age-grade): "I'm six. I'm a first grader. I'm a boy."
8. Each child can tell which of his classmates is a relative, neighbor, or friend: "Dick's my cousin."

DIALOGUE:

Part 1 - A Friend

A: The new girl's my friend. She's nice. Her name is __________. We play kickball together. We're happy together.

B: (Name) and (Name) play together, too. They're very friendly. They're nice.

A: You're nice and friendly, too. You're a good kickball player. I like kickball.

B: Thank you. I'm glad. John's a good player, too. He's smart.

A: We're all happy. We play together every day.

Part 2 - School
I'm a student.
You're a student, too.
We know Mrs. Minemoto.
She's the other first grade teacher.
We know Mr. Hirano, too.
He's the principal.
We know Mr. Kawate.
He's the custodian.
They're here every day.
We're here every day, too.
They like school.
We like school, too.

EXERCISES:

1.	John's	my	friend.
	He's		classmate.
	She's		cousin.
	You're		neighbor.

2.	They're	nice.
	We're	happy.
	He's	good.
	You're	smart.
	She's	friendly.
	I'm	(etc.)

3.	They	like	swimming.
	I		school.
	We		our teacher.
			playing kickball.

4.	I'm	a	girl. /boy.	
	He's/She's		girl, /boy,	too.

5.	The dog's	friendly.
	He's	big.
	She's	tired.
	(etc.)	brown and white.
		frisky.
		small.
		cuddly.

6.	The dog's	very	friendly.
	The cat's		hungry.
	They're		tired.
	You're		good.
	We're		excited.

7. Tiger's my pet.
He's a cat.
(Use your discretion and substitute more familiar names, if necessary.)
Each child is given cues as to the name and animal:

Snoopy -- dog
Bobo -- chimp
Flipper -- dolphin
Sylvester -- cat
Red -- pony
Donald -- duck
Moby Dick -- whale
Ben -- bear
Cock -- rooster
Clarence -- lion

* * * * * * *

LESSON Ib - Grade 1

TARGETS:
1. Nominative pronoun: it
2. Determiner: an
3. Lexical item: have

NOTES:
1. Substitute names of children in Part 1.
2. In Part 2, children can pantomime: sing, pet a cat, etc.
3. Teacher or another child can name an object or animal. A child tells something about it:
   A: This is a ball.
   B: It's round, etc.
4. Teacher can name an animal or object and then call on a child. The child says that he's that object or animal, using the right determiner:
   T: Egg.
   C: I'm an egg.
   CUES: doll, elephant, umbrella, pig, owl, monkey, horse, octopus, apple, pear, orange
5. Grab Bag: Teacher can have a bag filled with toys and other objects. Each child gets to pull something out with his eyes closed. He tells the class what he has by feeling the object. Class tells him whether he's right or wrong:
   Child: I have a ball.
   Class: You're right. /You're wrong.
6. A/An: A pocket chart with two columns (a/an) could be used. Pictures of objects and animals could be placed in the appropriate column for children to have a visual and auditory association.
   Example: Teacher will say "elephant" and will place the picture of the elephant in the "an" column. Then she can say "gray elephant" and shift the picture to the "a" column.

DIALOGUE:

Part 1 - A Good Time
I have a new toy.
It's an orange kite.
I run and fly my kite.
I have a good time.

(Name) and (Name) have a kite.
It's a big kite.
It's an extra special kite.
It's a dragon kite.
We run and have a good time together.

Part 2 - A Game
I know an old song.
It's a pretty song.
I sing the song every day.

I know an orange cat.
It's a friendly cat.
I pet the cat every day.

I have a tin horn.
It's a loud horn.
I blow the horn every day.

I have a toy drum.
It's an Indian drum.
I beat the drum every day.

I know a new game.
It's a make-believe game.
Sometimes I'm a singer.
Sometimes I'm a cat.
Sometimes I'm a tin horn.
Sometimes I'm an Indian drum.
It's a good game.

EXERCISES:

1. I see something. It's an orange.
owl.
apple.
airplane.
eraser.
onion.

It's an elephant.
egg.
octopus.
ant.
Indian.

2. I hear a pretty song.
buzz.
tractor.
whistle.
growl.
cat.
dog.

3. Teacher gives cue. Child must choose "a" or "an":
T: I have a new toy. ...old coat
C: I have an old coat.

I have a/an	new toy.	I have a/an	old coat.
	cat.		dog.
	elephant.		ugly bug.
	orange cat.		drum.
	chair.		easy book.
	uncle.		funny book.
	aunty.		

4.

You	have	a	pretty bug.
I		an	ugly bug.
You		an	owl.
I		a	mynah bird.
You		an	orange egg.
I		a	blue egg.
I	know	an	old song.
You		a	new song.
I'm	an	Indian.	
You're	a	cowboy.	

LESSON IIa - Grade 1

TARGETS:
1. Interrogative linking
2. Negative declarative linking
3. Affirmative and negative predicate substitute
4. Prepositions: in, at

NOTES:
1. Substitute names of children.
2. Children can make up their own riddles.
3. Children can ask each other questions about another person, persons, or things: "Are John and Mary late?" They can also answer each other: "They're not late."
4. Extra Material: Song - "Where Is Thumbkin?"
5. Guessing Game: Put something one at a time in a box without showing the item. Say: "I have something in this box. What is it?" Children guess: "Is it an eraser?" etc. Correct guesser gets a point.

6a. Children can ask each other where a certain person is. Teacher gives a cue and one child tells where that person is. CUES: store, beach, park, movie, airport, shopping center, Dairy Queen.
A: Where's John?
T: ...store
B: He's at the store.

6b. Child pretends he's knocking at a door and asking for someone:
A: Is John here?
B: No, he's not. He's at ______. /in ________.

DIALOGUE:

Part 1 - A Guessing Game

Mary and Jane play a guessing game.

Mary: I'm fluffy and yellow. I'm alive. What am I?
Jane: Are you an animal?
Mary: Yes, I am.
Jane: Are you a chick?
Mary: No, I'm not a chick.
Jane: Are you a duck?
Mary: Yes, I am. Now you ask a question.
Jane: It's round and green outside. It's juicy and red inside. What is it?
Mary: Is it a fruit? Is it a watermelon?
Jane: Yes, it is. It's a juicy watermelon.
Mary: I like this guessing game. Who's this? She's an important

person at school. She's always busy. She's in the office.
Jane: That's easy. She's the secretary.

Part 2 - The First Day
A: Hello, I'm ______. I'm a new boy here.
B: Hello. My name's ______.
A: I'm in the first grade. Am I in the right room? Are we in the same grade?
B: My teacher's Mrs. Nishimoto. Is she your teacher, too?
A: Yes, she is. Where is she? She's not in the room.
B: She's in the office.
A: Are the principal and the secretary there, too?
B: No, they're not. They're still at home. Mrs. Nishimoto's early.
A: Who's that man? Is he the principal?
B: Oh, no. He's not the principal. He's a father.

EXERCISES:

1.

A:			B:
Am	I	in the right room?	Yes, you are.
		in the right seat?	No, you're not.
Is	he	in the first grade?	Yes, he is.
		at the park?	No, he's not.
Is	she	in the truck?	Yes, she is.
		at the airport?	No, she's not.
Are	we	in the right place?	Yes, we are.
		at the beach?	No, we're not.
Are	you	in a hurry?	Yes, I am.
		in the second grade?	No, I'm not.
Are	they	in the office?	Yes, they are.
		at the supermarket?	No, they're not.
Is	John	in the right line?	Yes, he is.
		at school now?	No, he's not.

2. (Several children are given pictures of fruits, animals, or toys. They make believe they don't know the names of the fruits, etc.):
A: (apple) Is this a banana?
B: No, it isn't. It's an apple.

3. Johnny's at the Dairy Queen.
You're in the first grade room.
He's in school.
We're at the park.
They're in the second grade.
I'm at the beach.
She's here.

4.

A:	B:	
Where's the principal?	He's in He's not in	the office.
Where's the custodian?	He's in He's not in	the storeroom.
Where's the secretary?	She's in She's not in	the library.
Where's the teacher?	She's in She's not in	the dispensary.
Where's the cafeteria manager?	She's in She's not in	the cafeteria.

5.

They're	at the store.
We're	in the classroom.
You're	at the crosswalk.
	at school.
	in the building.

* * * * * * *

LESSON IIb - Grade 1

TARGETS:
1. Prepositions: for, with
2. Objective pronouns: them, me
3. Lexical item: ask

NOTES:
1. Substitute names of children.
2. Child asks about two or three other children: "Where are (Name) and (Name)?" Another child answers: "They're outside." First child can give an order using "them": "Call them," etc.
3. One child can ask another child to do something "for" or "with" him. Use "me": "Walk with me."
4. Show pictures: Children can ask each other questions about the description of what is depicted: "Is he/the boy tall?" Others answer: "He/The boy isn't tall."
5. Have pictures of toys in a bag or miniature 5¢-10¢ toys. A child makes believe that he is Santa Claus. Pulls a "toy" out of the bag and says: "This kite is for (Name)."
6. Hold up a picture of an object and lay it down. Call on a child. Child asks another child to get the object for him. The second child picks the object up and takes it to the first child. (Actual items around the room can be designated.)
   1st Child: Please get me a/an ________.
   (Variation: "Please get a/an ________ for me.")

"Thank you for the ________."

7. Children pretend that they're talking to Santa Claus, either in person or on the telephone. Ask him to bring them something and to bring someone else something:
   A: Please bring me a top.
   B: Please bring a doll for my sister.
   If the teacher wishes, children can even sit on the teacher's lap.

DIALOGUE:

Part 1 - A New Game
Patty: Where's your sister Mary? Is she at home?
Sue: Yes, she is. She and Jane are in the house.
Patty: Are they busy?
Sue: No, they aren't busy.
Patty: Please call them for me.
Sue: All right.
Patty: Hi, Mary. Hi, Jane.
Mary: Hi, Patty.
Jane: Hi, Patty.
Patty: I have a new game. It isn't a hard game. Please play with me.
Mary and Jane: Okay.
Sue: Please let me play, too.
Patty: All right.

Part 2 - The Wagon
A: Mother, where's my new wagon? I need my wagon for a job.
B: It's in the garage. Look for the wagon there.
A: It isn't there. Please help me.
B: I'm busy. Call Jim and Bill. Ask them.
A: Are they in the yard?
B: Yes. They're with father.
A: Oh, I see them. They have my wagon with them.

Part 3 - Arithmetic
(This lesson is optional. If the terms have not been introduced in arithmetic, do not use the lesson.)
I have a set.
You have a set.
Are my set and your set equivalent?
No, they aren't.
Yes, they are.
Why are they equivalent?

They're the same.
Here are (Name) and (Name).
Let's give them your set and my set.
Here's a set.
Find me an equivalent set. /Find an equivalent set for me.
We have a set.
We want an equivalent set.
Find them an equivalent set. /Find an equivalent set for them.

EXERCISES:

1. I need (Name) and (Name). Please call them for me.
find
get

2. Please play with me.
eat
sit
sing
draw
paint
talk
jump rope

3. A: Are they in the first grade room?
playground?
cafeteria?
office?
B: Yes, they are.
No, they aren't.
A: Please call them for me.
Then please look for them.

4. Please help them look for a stick.
big rock.
handkerchief.
pretty flower.
an orange butterfly.
a baby bird.
round shell.
big marble.

5. A: Are you busy now?
B: No, I'm not.
A: Then please help me look for ______. (Use #4 above.)

6. Let me see the book.
them
drawing.
caterpillar in the jar.
plant in the can.

7. Give them a big pencil.
me marble.
pin.
fish.
dish.
8. A: Are they at the beach?
park?
store?
B: Yes, they are.
A: Please get them for me.
9. A: Are they in the cafeteria?
yard?
B: No, they're not.
A: Please find them for me.
10. A: Is he outside?
B: Yes, he is.
No, he isn't.
11. Please get me a/an (Show picture of singular count noun objects) . . . .

* * * * * * *

LESSON IIc - Grade 1

TARGETS:
1. Objective pronouns: it, him, her
2. Noun substitute: mine
3. Preposition: to

NOTES:
1. Substitute names of children.
2. Each child contributes a personal item into a bag. Every child gets to pull something out. Child can hold up item and ask: "Whose _____ is this?" Another child can answer: "It's mine/It isn't mine/Mine is red, etc."
3. One child gives an order about handing an object to a boy or girl. Use "it, her, him": "Give it to her/him." "Give her a red crayon."
4. Teacher can tell class that each child is going to describe an item she names:
T: . . . pencil Mine is red.
C: Mine is yellow.

DIALOGUE:

Part 1 - Sharing
A: I have an umbrella and a raincoat today.
B: Yes. I have mine, too.
A: Are they new? They look new.
B: Yes and no. My umbrella isn't new. My raincoat's new. I'm too big for my old raincoat.
A: I share my umbrella with my brother. I come to school with him every day. Sometimes I let him hold it.
B: I have a sister. I let her use mine sometimes.
A: Sharing is a good habit.

Part 2 - A Dog
A: Hi, (Name). Let me see your new toy gun.
B: I have it in the house. Oh, whose dog is this?
A: He's mine.
B: What's his name?
A: I call him Pug.
B: I have a bone.
A: Please give it to Pug. A bone is a treat for a dog.
B: I know.
A: I ask my mother for a bone every day. I usually get a bone. Pug and I work for it. We help my mother. We go to the store for her. We chase the mongoose away for her.

EXERCISES:

1.

A:			B:
Is this	book	mine?	Yes, it is.
	bell		No, it isn't.
	desk		
	pencil		
	raincoat		
	umbrella		
	present		

2.

I let	him	take mine to school.
	her	take it.
		use mine in the first grade room.

3.

Please	find mine	for	me.
	ask him		
	keep it		him.
	mend it		them.

4. A: Whose dog is this? B: It's mine.
pet
fishnet
pencil
crayon

5. (One child gives the direction. Another child obeys.)
A: Here's a ball (etc).
Take it to the corner.
the sink.
the wastebasket.
Mary.

6. A: Where is your pencil(etc.)? I keep mine in my desk.
B: I keep mine in my pocket (etc.).

7. Please give it to him (for me).
take them.
her.

LESSON IIIa - Grade 1

TARGETS:
1. Present progressive
2. Prepositions: under, on
3. Lexical item: stay

NOTES:
1. Use fingerplay (Part 1).
2. Substitute names of children (Part 2).
3. Show pictures of action going on. Let children tell what's happening.
4. Use live fish in aquarium, insects in jars, etc., and have children describe what it's/they're doing; i.e., describe action using present progressive.
5. A child can be doing something "on" a chair or "under" a table, and the class can tell what's happening.
6. Let children imagine they're "under" something, and tell what it is:
   A: I'm hiding under the house.
   B: I'm playing under the tree.
7. One child at a time goes to the front of the room. (Table and 2 boxes needed.) Child is given a bean. Without being obvious, he manipulates the bean so that it's under one box. Child asks: "Where is the bean?" Calls on another child. Child called has to guess, using this pattern: "Is it under the red box?" Child answers: "Yes, it is./No, it isn't. It's under the green box." (Left and right hand may be substituted if children have mastered the concept.)
8. Teacher or a child can be doing something. Another child can tell what the teacher or the child is doing:
   A: She's writing on the chalkboard.

DIALOGUE:

Part 1 - My Hand
This fat thumb's walking to the beach.
This wiggly pointer's looking under a table.
This tall fellow and this ring finger are standing straight.
This little man's rolling on the floor.
"I'm staying right here and so are you," Mr. Right Hand's saying.
"We're staying here. We belong together."
Every finger and thumb is sad.

Part 2 - Running an Errand

Fred: Hi, Bill.
Bill: Hi, Fred. I'm going to the store for my mother. Come with me on your bike.
Fred: I'm going to the park. I'm meeting Tom and Jim there. We're playing ball today. We're staying at the park all morning. Come on over.
Bill: Okay. My mother's baking a cake. I'm getting something for her cake at the store. I'm coming right back.
Fred: Okay. Tom and Jim are practicing now. I'm practicing with them. Hurry over. Park your bike under the tree.

EXERCISES:

1.

Substitution		Expansion
You're, I'm, We're	sitting	in the first grade room.
They're, (Name's),		in the wrong place.
He's, She's		on my chair.
		on the bed.

Teacher: You're sitting.
Children: You're sitting.
Teacher: I'm . . .
Children: I'm sitting.
Teacher: . . . in the first grade room
I'm sitting in the first grade room.
Children: I'm sitting in the first grade room.
Teacher: . . . in the wrong place
Children: I'm sitting in the wrong place.

2a.

You're, I'm, We're,	hiding	under the bed.
They're, (Name's),	playing	under a bush.
He's, She's	lying	
	crawling	
	sleeping	under the bed.
		on the bed.
		in the chair.
		under the mango tree.

2b.

A:				B:		
I'm	going to	the store.	No,	you're	staying	right here.
We're		the park.		you're		at home.
He's		the beach.		he's		in his room.
She's		town.		she's		
(Name's)		Honolulu.		(Name's)		
They're		Hapuna Beach.		they're		
(Name) and (Name) are going to		"		they're		

3. (Name's)/'re (Names or pronouns)
   bathing the dog.
   sliding together on the slide.
   talking together with the teacher.
   climbing together on the jungle gym.
   saving a seat for me.
   drawing a picture for the teacher.
   meeting my friend at the park.
   looking at an orange tree.

4. Have a paper carton and a ball. Every child gets a chance to demonstrate and explain:
   A: I'm putting the ball on the box.
   in
   under

* * * * * * *

LESSON IIIb - Grade 1

TARGETS:
1. Interrogative present progressive
2. Predicate substitutes
3. Infinitive
4. Objective pronoun: us
5. Lexical item: want to

NOTES:
1. Substitute names of children.
2. One child can be asked to do something. Second child is asked to guess what the first child is doing by asking the child: T: . . . jump
   A: Are you jumping?
   B: Yes, I am.
3. Show pictures of action going on. Rather than telling what's happening, one child can ask a question: "Is he feeding the dog?" Another child can give a short answer.
4. Each child can tell what he plans to do the next day (to use infinitive): "I'm going to swim tomorrow." Another child can join in and say, "I want to swim too," using the infinitive phrase used by the first child.
5. Children can ask the teacher whether the class is going to participate in an activity: "Are we going out to play?"
6. Have several objects on a table. Have children name them first. Then play a guessing game, using this format:
   A: I'm wishing for something on this table.
   B: Are you wishing for the rabbit?
   A: Yes, I'm wishing for the rabbit. or
   No, I'm not wishing for the rabbit.

7. Child can be behind the bulletin board or anywhere out of sight of the class and can be doing something that can be identified by the sound. Example: singing. Other children ask each other what that child's doing:
   A: Is he singing?
   B: Yes, he is.
8. Scrambled Fruit Basket: "It" turns his back to the class. Children exchange places and one child leaves the room. "It" has three guesses. Class says, "It, It - someone's missing." "It" guesses: "Is (Name) missing?" Class: "Yes, he is. /No, he isn't."

DIALOGUE:

Part 1 - Helping at Home
A: I'm hungry. Are we going to eat now?
B: No, we aren't. I'm still cooking. Where are your father and brother? Are they working in the yard?
A: Yes, they are. Is father teaching (Name) to use the lawn mower? Am I going to learn, too?
B: Not today. Your brother's helping your father cut a tree. Go out there and help them.
A: All right. I want to help them. Are you coming out later to call us?
B: Yes, I am.

Part 2 - The Policeman
A: A policeman's coming to visit us. The principal's bringing him.
B: Are they going to scold us?
A: Oh, no. A policeman's our friend. He's going to help us.
B: Are you going to listen to him?
A: Yes, I am. I want to learn. He's going to teach us how to keep safe.
B: Is he teaching us the right way to cross a street?
A: Yes, he is. He's going to teach us what to watch for.

EXERCISES:

1.	A:				B:
	Are	we	going	to eat now?	Yes, we are.
				to play?	No, we're not.
				to draw?	No, we aren't.
				to clean up?	
				to go home?	
				to leave?	

A:				B:
Are	they	going	to start with us?	Yes, they are.
			to jump rope?	No, they're not.
			to read?	No, they aren't.
Is	he		to wait?	Yes, he/she is.
	she		to stay?	No, he/she isn't.
	(Name)		to fall down?	No, he's/she's not.
			to catch the bug?	
Am	I		to play ball now?	Yes, you are.
			to sing too?	No, you're not.
			to draw a picture?	No, you aren't.
			to stay at home?	
			to eat at the Dairy Queen?	

2.

A:					B:
Are	you	going	to play ball	now?	Yes, I am.
			to help us		No, I'm not.
			to eat the egg		
			to dig a hole		
			to go home		
			to sing with us		

3. I'm going to play ball tomorrow.
He's today.
(etc.) next week.
now.
this weekend.
Saturday.

4. A man is coming to visit us.
A policeman
My auntie
He
Jason
(Change these sentences into questions.)

5. (Name) and (Name) are going to jump rope today.
They're
We're
You're
(Change these sentences into questions.)

6a.

A:					B:
Am I	sitting	in the	right	place?	No, you're not.
	standing		wrong		Yes, you are.
	writing				
	digging				

(Change to "Are we ... ?")

A:	B:
Am I walking too fast?	No, you're not.
running slow?	Yes, you are.
talking	
singing	
(Change to "Are we . . . ?")	

6b.

A:	B:
Are you hiding my book?	No, I'm not.
reading	Yes, I am.
scratching	
looking at	
sitting on	

6c.

A:	B:
Are they running on the porch?	No, they're not.
jumping	No, they aren't.
playing	Yes, they are.
yelling	
screaming	
staying	

6d.

A:	B:
Is he hiding under the desk?	No, he's/she's/it's not.
she bed?	No, he/she/it isn't.
it porch?	Yes, he/she/it is.
car?	

7. A: (Name) is hungry.
happy.
sad.
angry.
ready.
quiet.
B: Is he really hungry (etc.)?
A: Yes, he is.
8. Have a child do something and then have children do the above drill using progressive forms. Example: Roy is pulling his ear:
A: Roy's pulling his ear.
B: Is he really pulling his ear?
C: Yes, he is.
(It has to be an action that can be continued through the episode--so we don't have a child saying, "Roy is pulling his ear," when Roy has already finished pulling his ear.)
9. Do #7 again with "are".
10. Do #8 again with two or more people for each episode, for "are".
11. Mix up "is" and "are".

12a.	I	want to play	in the	tree.
	We			closet.
	They			mud puddle.
			with the	cat.
				dog.
				ball.

12b.	A:			B:		
	He's	going to	sing.	I want to	sing	too.
	She's		eat.		eat	
	They're		rest.		rest	
	We're		read.		read	
			leave.		leave	
			stay.		stay	

* * * * * * *

LESSON IIIc - Grade 1

TARGETS:
1. Negative declarative present progressive
2. Objective pronoun: you
3. Lexical item: tell

NOTES:
1. Substitute names of children.
2. Each child tells what he's going to or not going to do "with" or "for" you: "I'm not going to sing with/for you."
3. One child can ask the question and the second child give the full answer:
   A: Are you going to sing with/for me?
   B: I'm not going to sing with/for you.
4. One child takes the part of a father or mother and asks another child to perform a chore. Child makes believe that he's naughty and disobedient.
   A: Please empty the wastebasket for me.
   B: No, I'm not going to empty the wastebasket for you.

DIALOGUE:

Part 1 - Going to School
Charlene: Hi, Leroy. Are you walking to school today?
Leroy: Yes, I am.
Charlene: Is your brother going to walk with you?
Leroy: No, he's not. He's going to ride the bus to school.
Charlene: Is your sister going to ride the bus, too?
Leroy: No. My sister's not going to ride the bus. She's going to walk to school with us.

Charlene: (Name's) going to ride a truck. His father's going to drive him.
Leroy: Yes, I know. (Name's) going to ride his bike to school.
Charlene: (Name), (Name), and your brother are very lucky. They're going to ride to school. We have to walk!
Leroy: The day is nice for walking. I like to walk to school.

Part 2 - A Cold

A: I'm not going to school tomorrow. Please tell the teacher for me.
B: Why are you staying at home? Are you sick?
A: Yes. I'm not feeling well. I have a cold. The doctor's not coming to our house. My mother's taking me to his office.
B: Is he going to give you an injection?
A: Yes, he is. I'm not going to cry. The injection's going to help me get well.
B: Is your father driving you?
A: No, he's not. He's working in Kona this week. We're riding the bus to town.

EXERCISES:

1.	(Name) and (Name) are	not going	to ride the bus.
	They're	not going	to go home now.
	My sister's		to eat her apple.
	brother's		to play with us.
	friend's		to help me.
	He's		to stay at home today.
			to wait for us.

2.	I'm going to help you	paint a picture.
		wash your dog.
		fix your bed.
		build an airplane.
		make a kite.

3.	Am I	hurting	you?
		bothering	
		scaring	

4.	Am I going	to stay	with you?
		to eat	
		to play	

5.	I'm not going	to play with you.
		to help you.
		to grab you.
		to listen to you.
		to talk to you.

I'm not going to draw for you.
to look at you.
to give you my pencil.

6. (Have children give the negative of the following sentences):
The teacher's going to read today.
He's working in Hilo next week.
The doctor's coming to our house.
She's going to school tomorrow.
Leroy's going to ride his bike to school.
My sister's going to ride the bus.
Michele's going to bake a cake today.
Billy's going to ride a truck.
My brother's going to walk to school.
I'm walking to school tomorrow.
I'm staying at home.
I'm going to cry.

7.

A:	B:
Is the phonograph under the table?	No, it's not.
the chair upside down?	
he winking?	No, he's not.
she smiling?	she's
John	
Mary	
Are we leaving now?	No, we're not.
they eating	they're
you taking a bath	we're/I'm
going to ride the bus	
Am I squeezing you too hard?	No, you're not.
pushing	
punching	

8. She's going to tell us a story.
He's riddle.
joke.
(Variation: "The teacher's not . . . ")

9. Are you going to tell my mother?
my teacher?
us a story?
us a riddle?
us a joke?

10. I want to tell you a story.
joke.
secret.
riddle.

11. Tell her to look for the ball now.
come here
help us
take a nap
close the door
read a book
scrub the bathtub

12. I want to paint a picture.
wash your dog.
fix your bed.
build an airplane.
make a kite.

* * * * * * *

LESSON IIId - Grade 1

TARGETS:
1. Negative interrogative present progressive
2. Preposition: across

NOTES:
1. Substitute names of children.
2. One child asks another child about something that's going to happen of which he isn't too sure:
"Aren't we going swimming tomorrow?"
Another child answers: "Yes, we are. /No, we aren't."
3. Children give each other orders and obey the commands. Use prepositions: "on, under, across, to, in, at":
A: Look at a book.
B: Jump across the room.
4. Have an imaginary stream or path. Each child gets a chance to direct another child to jump across the stream or path.
5. Children form a circle. A blindfolded child in the center reaches out to touch someone and guesses: "Am I touching (Name)?" Children respond appropriately.
6. Ask about a child not eating something or about another child not eating something:
A: Aren't you eating your apple today?
B: Isn't John eating his apple today?

DIALOGUE:

Part 1 - Safety Rule: Crossing the Street
Fal: Aren't we going to cross the street now?
Roy: No, we aren't. We're going to the crosswalk first.
Fal: Good. We have to be careful.
Roy: Oh, look at (Name) running. He isn't very careful. Are you going to run, too?
Fal: No, I'm not. Running across the street is very dangerous. Isn't that (Name) at the crosswalk?
Roy: No, that's not her. That's (Name). She's very smart. She isn't running. She's walking across the street.
Fal: We're going to be smart, too. We aren't going to run across the street. We're going to walk. We're going to look to the left and to the right.
Roy: Yes, we are.

Part 2 - Bicycle Safety
A: Hi, (Name). Are you going to the park?
B: Hi, (Name). Yes, I am. Are you going, too?
A: Aren't you taking your bicycle?
B: No, I'm not. I'm walking today. My brother's fixing my bike.
A: Isn't his team playing today?
B: No, it isn't. The boys are resting today.
A: Oh. What's wrong with your bicycle?
B: The handlebar is loose.
A: A wobbly handlebar is dangerous.
B: Yes, it is.

EXERCISES:

1.	Aren't	you	going	to play today?
		we		to the dentist tomorrow?
		they		to have a birthday party?
				to the beach with us?
				to take anything?
				to thank them?
				to take the thorn out?
2.	Isn't	he	coming	with us?
		she		to our party?
		(Name)		to visit?
				on a jet?
				to see us?
				on his bicycle?
				to get you?

3.	Isn't	we	taking	a nap?
	Aren't	he		an umbrella?
		you		a bus?
		they		the dog along?
		she		a mat?
		(Name)		a plane?
				a bath now?

(1, 2, 3 with "yes" or "no" accompanying the appropriate pronoun.)

4. (Change the following sentences to questions):
He isn't going to the birthday party.
She isn't going to catch the moth.
We aren't going to take a bath now.
Billy isn't going to have a stomach ache.
They aren't eating at Woolworth's.
You aren't cleaning up your desk now.
It isn't going to eat anything.
William and Brenda aren't going to come today.

5.	Walk	across the	floor.
	Skip		room.
	Run		
	Slide		

6.

A:		B:
Are we	going to the movie?	No, we aren't. We're going to the beach.
	leaving?	No, we aren't. We're staying.
	going swimming?	No, we aren't. We're going home.

7. (Teacher or child performs and asks the question.)

A:		B:
Am I	lying down?	No, you aren't. You're sitting down.
	shaking my hand?	No, you aren't. You're waving.
	touching my nose?	No, you aren't. You're touching your ear.
	holding an umbrella?	No, you aren't. You're holding a book.
	scratching my arm?	No, you aren't. You're scratching your head.

8.

A:		B:
Are you	standing up?	No, we aren't. We're sitting down.
	crying?	No, I'm not. I'm smiling.

9. (Additional practice for Exercise #7: Use visual aids of activities being performed by several people.)

A:	B:
Are (Names) singing?	No, they aren't. They're talking.
they playing?	No, they aren't. They're sleeping.
walking across the street?	No, they aren't. They're running.
swimming in the pool?	No, they aren't. They're diving.
sweeping under the chair?	No, they aren't. They're hiding.
feeding the dog?	No, they aren't. They're petting it.
playing at the park?	No, they're not. They're playing in the tree.

10.

They're	running	across the	street.
She's	walking		park.
He's	skipping		
	galloping		

LESSON IVa - Grade 1

TARGETS:
1. Irregular past: was, lost, went
2. Interrogative "did"
3. Predicate substitute "did-didn't"
4. Declarative "did" (negative)
5. Preposition: out

NOTES:
1. Substitute names of children. Also substitute missing item.
2. Have children ask each other questions beginning with: "Did . . . ?"
3. Give sentences in the present tense and then have the children convert them to the past when you say, "yesterday," etc: "They go to the store every day." "I lose a ball every day." "She's hungry every day."
4. Ask: "When did you lose your ______?"
   C: I lost it yesterday, etc.
5. Ask: "Where did you go on Saturday/Sunday?" etc.
   C: I went to visit my aunty.
6. If the children have difficulty pronouncing the final cluster in "went," concentrate practice on exercise #3 where "went" is followed by a word beginning with a vowel sound.

DIALOGUE:

The Missing Umbrella
A: Is this your umbrella?
B: Yes, it's mine. Where did you find it? I didn't miss it.
A: It was out on the playground. I lost my umbrella. I went out there to look for it.
B: Did you find your umbrella?
A: No, I didn't.
B: Where did you leave it?
A: Outside.
B: Did you look everywhere?
A: Yes, I did.
B: Let me help you. Is that an umbrella under the jungle gym?
A: Yes, it is. It's mine. See. My name's on it. Thank you.
B: You're welcome.

EXERCISES:

1.

A:	B:
Did you find your ring?	Yes, I did.
pin?	No, I didn't.
kitten?	
dish?	
umbrella?	
slipper?	
pencil?	

2. A:

Where did you find it?
see it?
look for it?
lose it?
leave it?

3. I went across the street.
park.
room.
out the door.
window.
opening.

4. He went to the store.
park.
movie.
game.
beach.

5. She went with her mother.
friend.
sister.
aunt.
father.

6. It was under the table.
sink.
car.
in the crib.
ship.
room.

7. I was sick yesterday.
tired
happy
thirsty
itchy
sad

8.	She	didn't	swim.
	He		fix the swing.
	I		lose my slipper.
			trick them.
			hit them.
			throw it.

9.	I lost my	ring.
		dog.
		picture.
		pencil.

(Change to interrogative: "Did you lose your ball?")

10.	I lost my	pencil	out	here.
		slipper		there.
		fish		
		penny		

11.	(Name)	didn't lose the	book.	(Name)	lost it.
	He		pencil.	I	
	She		quarter.	We	
	They		game.		
			nickel.		

* * * * * * *

LESSON IVb - Grade 1

TARGETS:
1. Noun plurals: /-z, -əz/ endings
2. Noun determiner: another
3. Prepositions: like, of
4. Regular past: /-t, -d/ endings
5. Irregular past: saw

NOTES:
1. Substitute names of children.
2. The pronunciations of the plural endings are determined by the following conditions:
   /-əz/ after stems that end in /s z š ž č ǰ/, e.g., classes, watches;
   /-s/ after stems that end in /p t k f θ/, e.g., hops, hits; (not a target for this lesson)
   /-z/ after all other stems, viz. those ending in /b d g v đ m n ŋ l r/, vowels, and semivowels, e.g., bids, goes.
3. The pronunciations of the regular past tense endings are determined by the following conditions:
   /-əd/ after stems that end in /t d/, e.g., melted;
   /-t/ after stems that end in /p k č f θ š/, e.g., stopped;

/-d/ after stems ending in voiced sounds except /-d/, e.g., climbed, played.

4. After giving clues, have children give you a sentence in the regular past tense with /-t/ or /-d/ endings:
    car - stop
    boy - knock
    bug - crawl
    farmer - pick
    mother - call
5. Using the same sentences, ask the children to tell about more than one thing or person.
6. Give the singular noun and the base form of the verb as clues. Ask children to change noun to the plural form and say that it happened yesterday: "I/We/They see a horse/a new house/ a big box/ an orange rose/ a match."
7. Have children give similes: "He's as big as an elephant."
8. Each child holds an actual object or a picture -- tells teacher: "I need another . . ." (another of same object).
9. Children can recite, "This Little Pig Went to Market":
    "This little pig went to market;
    This little pig stayed home;
    This little pig lost an apple;
    This little pig picked oranges;
    This little pig cried, 'wee-wee', all the way home."
10. Have pictures of objects that have the /-z, -əz/ endings in their plural forms. Children can talk about these objects.
11. Flash a picture or an object at one child. Child tells what he saw.

DIALOGUE:

The Praying Mantis

Did you ever see a praying mantis? It's a large insect. Sometimes it's as long as your hand.

The mantis is usually rubbing its front legs together. It isn't praying but we call it a praying mantis. It's waiting to catch another insect.

Gardeners like mantises. They catch flies and beetles with their strong front legs.

A: Did you see that ugly bug?
B: No, I didn't. Where was it?
A: There on that bush. I never saw a bug like that before. It looked like a twig. It didn't move. Then suddenly it grabbed a beetle.
B: You mean a green and brown thing?
A: Yes. Did you see it?
B: No, I didn't see it, but I saw another bug like it before. It looked

like part of the bush.
A: It looked mean. What's its name?
B: That's a praying mantis.

EXERCISES:

1. They saw a horse. It was as tall as a car.
a new house. bright as a new penny.
a big box. big as a house.
an orange. round as a ball.
a match. thick as a pencil.

2. I like bugs. I like girls.
dolls. doves.
boys. monkeys.
lambs. trains.
games. teachers.
I saw the houses. I saw the oranges.
cages. beaches.
prizes. churches.
bushes.

3. I'm eating the orange. /oranges.
She's washing the glass. /glasses. dish. /dishes.
We're smelling the rose. /roses.
They're riding the horse. /horses.
I'm going to find the box. /boxes. match. /matches.
He's looking at the mongoose. /mongooses.

4. T: Billy saw a horse. ...two Billy saw two horses.
C: Billy saw two horses.
CUES:
Billy saw a bug. /...four crab. /...five
bench. /...two mango. /...six
an orange. /...three bed. /...two
bird. /...two comb. /...three
barn. /...four bench. /...two
torch. /...two ruler. /...three
girl. /...five brush. /...three
chair. /...two

5. He grabbed a whole bag of marbles.
She dropped cookies.
They guavas.
oranges.
peaches.

6a. He picked an apple.
munched on
dropped

6b. He kicked the ball.
passed
dropped

7. She called the dogs.
played with
hugged
loved

We saw the bugs.
watched
moved
passed
stepped on
chased
scared
kicked
liked

8. I saw something moving. It looked like a bug.
horse.
centipede.
caterpillar.
dog.
spider.
crab.

9.

A:		B:	
I'm scared.		Scaredy cat!	
It looked like a	ghost.	It was a	sheet.
	monster.		horse.
	witch.		shadow.
	giant.		telephone pole.

10a. I'm afraid of the big boys.
scared my brother.
ashamed my sister.
proud my dog.

10b. The dog's full of fleas.
cat's
flower's bugs.
guava's
plant's flowers.
room's

LESSON IVc - Grade 1

TARGETS:
1. Irregular past: heard, crept, ran, came, were
2. Regular past: /-əd/ ending
3. Preposition: out of

NOTES:
1. Children can pretend that they're the mongoose.
2. Ask children to tell about something that has already happened using the following words: "nod, hunt, plant, end, count, want".
3. Give the following sentences as models. Ask children to change them to say that it happened yesterday or last week: They hear a dog. /creep outside.
   We/I run fast. /come to school every day, (etc.)
4. The children can be asked to illustrate the story after they've heard the teacher model it.
5. Tell children that there was a magic barrel in class. Each child tells what came out of the barrel:
   A: A purple giraffe came out of the barrel.
6. Make-Believe: One child makes believe he's a magician. Child pantomimes; he pulls something out of a magic hat:
   A: What did you pull out of your hat?
   B: I pulled a rabbit out of my hat.
7. A child is blindfolded. The teacher or another child makes a sound. The blindfolded child tries to guess what he heard: "I heard a tapping sound."

DIALOGUE:

Part 1 - An Adventure

One day last summer, a little mongoose looked out of his door. His home was a hole under a big rock.

The little mongoose looked this way and he looked that way. He heard the birds singing and the leaves rustling. He didn't hear or see anything dangerous. Slowly he crept out of his hole.

The little mongoose was outside. He lifted his nose and sniffed. He smelled something. It smelled so good. He wanted to find it.

The mongoose hunted and hunted. Suddenly he saw it. It was a sandwich lying right on the road. The little mongoose looked all around. He didn't hear or see anything dangerous. He ran to the sandwich and picked it up.

Just then the little mongoose saw a red monster. It came straight at him. Its two eyes were bright. VROOM! The little mongoose was so frightened. He dropped the sandwich and ran to his hole. He scooted inside.

What was the monster? Did you guess? Yes. It was a car. But the little mongoose didn't know that.

Part 2 - A Lost Pet

Special Notes:

1. Targets are the regular past tense endings: /-t, -d, - əd/, plus irregular past tense forms: "heard, crept, ran, came, were, lost, was, went".
2. Lesson may be used to check the children's mastery of these past tense forms.
3. Each child is given a numbered slip of paper. Each child is assigned a sentence. Teacher models and child repeats for practice.
4. Teacher holds up identical slips of paper with numbers. Child with the matching number gives his sentence.
5. Whole class can do the introduction together.

One day a little boy lost his pet. He went out to look for it. He walked along. He came to a forest. It was a dark forest. The boy crept on his hands and knees.

He heard something.
It sounded scary.
The boy saw an owl.
The owl hooted.
It slapped its wings.
The boy stamped his foot.
He clapped his hands.
The owl went away.
The boy wanted to run.
But he walked along.
Then he saw an animal.
The animal rubbed its stomach.
It scratched its head.
It wrinkled its nose.
The boy jumped up and down.
He shouted at the animal.
He clicked his fingers.
The animal ran away.
The boy walked along.
He tooted his horn.
He wiggled his toes.
He clapped his hands.
A dog came running to him.
It was his pet.
The boy laughed. He was so happy.
He hugged his dog and they walked home together.

EXERCISES:

1a.	The	mongoose	wanted	the sandwiches.
		boys	hunted for	
		girls	lifted	
			counted	
			needed	
			hated	
			tasted	
			wasted	

1b.	They	noticed	the sandwich.
	He	dropped	
	She	looked at	
		sniffed at	
		snatched	
		toasted	
		served	

2.	A:			B:		
	What did	they	hear?	They	heard	an airplane.
		she		She		a car.
		he		He		his mother.
						a siren.

3.	A:			B:		
	What did the	mongoose	do?	It	crept	away.
		mouse			scooted	home.
		rabbit			ran	out of the house.
					rushed	across the road.
					skipped	out of a cave.
					hurried	under a rock.
						out of its hole.

4.	His mother and father	came	home.
	Her mother		in.
	His father		by.
			to see him.
			to talk to him.

5.	Bill and Mary	sounded	happy	last night.
	They	were	gay	
	We		sad	
	You		tired	
			angry	
			frightened	

6. A: B:

Where were you?			
I	waited for you all day.	I was at the	beach.
Your friend			park.
mother		across the	street.
father			river.
brother		under the	house.
aunty			bridge.

7.

They	came	out of the room.
He	sneaked	
She	stumbled	
We	tiptoed	
	crept	
	ran	

* * * * * * *

LESSON IVd - Grade 1

TARGETS:
1. Noun plural: /-s/ ending
2. Negative interrogative "did"
3. Noun determiner: several

NOTES:
1. Substitute names of children.
2. Let children ask each other questions beginning with: "Didn't . . . ?" These can be questions about something that was supposed, or expected, to have been received before: "Didn't you get your new bicycle?"
3. Give a noun and ask children to use it in a sentence, telling about more than one of that thing or person.
   Example: . . . pet I have two pets.
   CUES: apple, kite, toy, pencil, book, sister, truck, uncle, elephant, monkey, box, watch.
4. Role playing: "A Child and Mother". Mother returns from work or shopping and asks, in a scolding tone of voice, about a chore that should have been completed: "Didn't you do the dishes?" etc.
5. Children tell of things that they have at home. If they have quite a few, they can be encouraged to use the determiner, "several":
   "We have several beds/pets at home," etc.
6. For extra material, use poem "Bugs", found in *Speech Activities in the Elementary School*, Department of Education, Honolulu, p. 68.

7. The class is asked to pretend that they visited the Ben Franklin store or Woolworth's. Each child tells what he saw, using count noun plurals.

DIALOGUE:

The Lost Cat
A: What are you doing?
B: I'm looking for my cat.
A: Didn't you have your cat with you yesterday?
B: Yes, I did. But it ran away last night.
A: Didn't it come home to eat this morning?
B: No, it didn't. I called and called.
A: I saw several cats in the yard across the street. Maybe your cat's there.
B: Mine is a gray cat with white stripes. Let's go there to check.
A: All right.

EXERCISES:

1.

A:			B:
Didn't	Bernard	have a book?	Yes, he did.
	Arlene	bring your toys?	No, she didn't.
	you	tell your mother?	Yes, I did.
	he	go swimming?	No, he didn't.
	she	come home?	(etc.)
	you	eat yet?	
		finish your painting?	
		hear him thump his tail?	
	it	have a long tail?	
		have a spot on its back?	
		run away?	

2.

Brenda saw several	cats.
	cups.
	hats.
	masks.
	books.
	forks.
	ducks.
	Indian chiefs.
	dwarfs.
	shirts.

3.

A:		B:
Didn't you find the	coconuts?	Yes, I did.
	grapes?	No, I didn't.
	boxes?	
	oranges?	
	glasses?	
	spoons?	
	flags?	
	cupcakes?	
	olives?	
	plates?	
	forks?	

4. A: I lost my raincoat.
sweater.
football.
key.
umbrella.

B: Didn't you look in the Lost and Found box?

A: I did. But it's not there.

LESSON Va - Grade 1

TARGETS:
1. Interrogative "do-does"
2. Predicate substitute "do-does" ("not" contracted)
3. Negative declarative "do-does" ("not" contracted)
4. Noun substitute: much
5. Noun determiner: any

NOTES:
1. Substitute names of children.
2. Give a sentence in the present tense: "I have a dog."
   Child changes to interrogative form:
   "Do you really have a dog?"
3. Each child asks a question to confirm a fact about another child: "Does John help his mother?"
   Second child gives a short answer:
   "Yes, he does. /No, he doesn't."
   Third child gives a long answer if it's in the negative.
4. Each child asks another child if he has any extra items.
   Teacher cues with items to limit to count noun plurals:
   A: Do you have any extra pencils?
   B: Yes, I do. /No, I don't.
   CUES: crayons, jacks, beanbags, marbles, counters, cards, erasers, tinkertoys.
5. Have large cutouts of animals for the flannelboard.
   Have removable parts. Child goes up and says:
   "This is a funny lion. It doesn't have a tail."
   Other children remove other parts of the animal and explain why it's odd.
6. The teacher can ask a question about what a certain animal does. The child can use the predicate substitute for a reply. Then tell about an animal that doesn't do the same thing:
   T: Does a dog bark?
   C: Yes, it does. But a cat doesn't.

DIALOGUE:

Part 1 - A New Pet
A: Do you see that box on the table?
B: I don't see any box. Where is it?
A: There on the corner table.
B: Oh, I see it now. What's in it?
A: A guinea pig.
B: What does a guinea pig do?
A: Well, it doesn't do much. But it does like to eat.

B: Does a guinea pig make a good pet?
A: Yes, it does. It doesn't run around much.
B: Does your guinea pig cry at night?
A: No, it doesn't. It's a quiet pet. Do you want a guinea pig?
B: I have to ask my mother first.

Part 2 - Pets
A: Do you have any pets at home?
B: I do.
C: I don't, but my sister does.
A: What does your sister have?
C: A turtle.
B: I have a goat and two dogs. My goat doesn't need much to eat, but my dogs do.
A: What do you feed your dogs? What does your goat eat?
B: I give my dogs dog biscuits. My goat doesn't fuss. It isn't very choosy. But my dogs don't eat everything.
A: Does your sister keep her turtle in a bowl?
C: Yes, she does. The turtle doesn't like that very much. Sometimes we find it outside.
A: Get a deep bowl.

EXERCISES:

1. Do you see that monkey in the box?
on the pumpkin?
under the cupboard?
with the toothbrush?
at the bus stop?
in the bathtub?
across the road?

2.

A:		B:
Does James have any	brothers?	Yes, he does.
	pets?	No, he doesn't.
Do you	sisters?	Yes, I do.
	butterflies?	No, I don't.
we/they	puppies?	(etc.)
he/she	puppets?	

3. What does a guinea pig like to do?
monkey
honeybee
butterfly

What do bunnies like to do?
dogs
ducks

What do goats like to do?
(Have other children answer the questions.)

4\.

A:				B:
Does a	guinea pig	eat	much?	Yes, it does.
		jump		No, it doesn't.
Do	guinea pigs	sleep		Yes, they do.
		dig		No, they don't.
		run around		

5. This boy doesn't eat much.
Todd say
She cry
He laugh
run

Mary and Jane don't sing much.
The girls work
They talk
We read
play

6. I don't wear that dress any more. It's too small for me.
cap
shirt

I don't need the brushes any more. I'm through.
crayons
pencils

7. I don't care very much for vegetables.
carrots.
dogs.
cats.
guinea pigs.
horses.
bananas.
oranges.
tomatoes.

* * * * * * *

LESSON Vb - Grade 1

TARGETS:
1. Third person singular present tense /-s, -z/ endings
2. Noun determiner: these
3. Preposition: through
4. Irregular third person singular verb: has

NOTES:
1. Substitute names of children.
2. The pronunciations of the 3rd person singular present

tense verb endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVb.

3. Teacher gives a word clue. A child tells how another child performs this action by using this word:
   T: . . . jump
   C: Brenda jumps down.
   CLUES: kick, pull, tap, run, drag, throw, knock, shut, dig, build, paint
4. Give each child a picture with several of the same items. Child tells something about the items using "these" and indicating with a sweeping motion of his hand:
   A: These oranges are ripe.
5. Each child tells what his baby sister or brother does that bothers him.
6. Tell what a child's mother or father does every day.
7. Make up sounds that things make or tell what people say, using the following patterns:
   A: The horn on my car goes "beep, beep, beep."
   B: My baby brother says "da, da, da."
8. For extra material see "Shop Windows", by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952.

DIALOGUE:

Part 1 - Magnets

A: I have a new magnet. It's a horseshoe magnet. It looks like a horseshoe.
B: I have a magnet, too. My magnet is a bar magnet. Mrs. Nishimoto has a giant magnet. It's a Munster magnet.
A: Magnets are fun to play with.
B: A magnet picks up some things. It attracts these things. Does a magnet attract this wooden toothpick?
A: No, it doesn't. It doesn't attract a rubber ball or a wooden block. A magnet attracts nails, paper clips, and pens. It pulls these things. Magnets even attract through things.
B: Yes, they do attract through things. I like playing with magnets.

Part 2 - Helping at Home

A: Hi, (Name). What are you doing?
B: Do you want to go to the beach with us?
C: I'm busy now. My mother wants me to pick up all these cans/sticks in our yard.
A: Do you want us to help you?

C: No, thank you. I don't want you to be late. Besides, my sister needs me afterwards. She has a job for me.
B: What does she want you to do?
C: She wants me to drill holes through her shells. She's going to make a necklace.

EXTRA MATERIAL:

How Creatures Move
The lion walks on padded paws.
The squirrel leaps from limb to limb.
While flies can crawl straight up a wall.
And seals can dive and swim.
The worm he wiggles all around.
The monkey swings by his tail.
And birds may hop upon the ground,
Or spread their wings and sail.
But boys and girls
Have much more fun;
They leap and dance
And walk and run.
--Author unknown

(Rasmussen, Carrie, Let's Say Poetry Together, Minneapolis, Minnesota: Burgess Publishing Company, 1962.)

EXERCISES:

1. My mother wants me to clean the yard.
    clean up my room.
    wash the dishes.
    sweep the floor.
    eat now.
    help her.
    go to sleep now.

My sister feeds the dog.
fools
hugs
loves
scares
blames
grabs
owns

My brother wants me.
helps me.
talks with me.

	My brother	laughs at me.
		walks with me.
		eats with me.
		works with me.

	Johnny	sings	every day.
		plays	
		draws	
		runs	
		yells	
		reads	

2.	These	slippers	are mine.
		crayons	
		brushes	
		marbles	
		comic books	

3.	They went through the	door.
		room.
		window.
		park.

4.	Our dog ran through the	yard.
		library.
		gym.
		house.
		church.
		office.

5.	A:	(Name) has	a	black dog.
		He	an	ugly bug.
		She	a	bumpy toad.
				big truck.
			an	old horse.
			a	pretty butterfly.
				honeybee.

B:	(Name) and (Name) have several	black dogs.
	My friends	ugly bugs.
	They	bumpy toads.
	We	big trucks.
		old horses.
		pretty butterflies.
		honeybees.

6.

A:		B:
Do you have any	pencils?	No, I don't, but (Name) has.
	guavas?	
	rubber bands?	
	comic books?	

LESSON Vc - Grade 1

TARGETS:
1. Third person singular present tense: /-əz/ ending
2. Negative interrogative "do-does"
3. Noun determiner: many

NOTES:
1. Substitute names of children.
2. Teacher gives a word clue. A child tells how another child performs this action by using this word:
   T: . . . snatch
   C: The dog snatches my purse.
   CLUES: pinch, watch, catch, wash, fix, chase, punch, use, teach
3. Show pictures of action going on. Ask children to tell what the person pictured does every day, using the picture as a clue: "She walks to the store."
4. Lesson is long. The introduction may be used at one time and the dialogue at another time.
5. Teacher can ask each child: "How does a _____ move?"
   CLUES: rabbit, turtle, fish, bird, boy, etc.
6. Use pictures of objects:
   C: I have one apple. But John has many apples.
7. Teacher asks a child what each monitor does:
   C: The shelf helper wipes the tables.
8. Boasting: One child tells another he has one thing. Second child boasts and says he has many of the same thing.
9. Make believe that an animal lives in your house. Each child tells what the animal does.

DIALOGUE:

Helpers at School

A school is a busy place. Boys and girls go there to learn. A school has many helpers. A teacher teaches the boys and girls. The principal runs the school. The secretary answers the telephone. She does many other things.

Boys and girls eat at school. The cafeteria workers cook the lunches. They serve and clean up, too. The custodian keeps the yard clean. He also washes the lavatories. Everybody's busy at school.

A: Don't you want to walk home with me?
B: I do. But I'm a monitor this week. I have to sweep our room.
A: Doesn't Mr. Kawate clean your room?
B: No, he doesn't. Does he clean your room?
A: Yes, he does. He helps the kindergarten classes, too. We're still too little for the brooms.

B: We clean our own room. One monitor erases the chalkboards. Then he claps the erasers. Other monitors sweep the room.

EXERCISES:

1. The little boy always loses his button.
   My brother pencil.
   toys.
   The monitor erases the chalkboard.
   The girl dresses her doll.
   The fisherman catches ahi.
   The teacher teaches the boys and girls.
   uses a ruler.
   an umbrella.

2.

A:	B:
Don't you want to walk with me?	Yes, I do.
to eat	No, I don't.
they to run	Yes, they do.
Bill and Fal to jump rope	No, they don't.
to sing songs	(etc.)
Doesn't Bernard talk to you?	Yes, he does.
he help	No, he doesn't.
she read to	Yes, she does.
play with	No, she doesn't.
like	(etc.)

3.

A:	B:
Don't you need a new pencil?	No, I don't.
notebook?	(etc.)
rake?	
red crayon?	

4. Billy has many drums. Billy has many puppies.
   cuts. toy guns.
   shirts. cups.

5. How many chairs do you see in this room?
   boys
   girls
   erasers
   wastebaskets
   windows
   doors
   clocks
   (etc.)

   (Teacher gives cue word. One child asks. Another gives an appropriate answer.)

LESSON VIa - Grade 1

TARGETS:
1. Modals: can, could
    a. Affirmative and negative interrogative
    b. Affirmative and negative declarative
    c. Affirmative and negative predicate substitute ("not" contracted)
2. Noun determiner: those
3. Prepositions: by, behind
4. Irregular plural: children

NOTES:
1. Substitute names in dialogue and exercises.
2. Use a flashlight for a shadow play. One child says what kind of shadow figure he can make with his hands and does it. Then he asks another if he can do the same. He in turn replies and performs, or, if he can't duplicate it, the first child shows him:
    A: I can make a rabbit. (Name), can you make a rabbit?
    B: Yes, I can.
    (If "B" says "No, I can't," then "A" would say, "Can't you make a rabbit? I can show you how." When "B" learns to do it, he'll say, "Now, I can.")
3. Use a box, etc., with objects in it. Box should have a peephole on one end and a larger paper-covered opening on the other end to let in enough light for objects to be barely discernible. Have children take a quick look and have them report on what they could see. After the child tells what he could see, he should ask another child if he could see the same thing; if not, what he could see:
    T: You peeked into the box. What could you see?
    A: I could see a worm. (Name), could you see a worm?
    B: Yes, I could.
    (If the answer is "No, I couldn't," "A" should then say, "Couldn't you see a worm? What could you see?" "B" tells what he could see.)
    (Same thing can be done with the sense of hearing.)
4. Have children tell what they couldn't do last year and what they can do now:
    A: Last year I couldn't ride a bike. Now I can.

5a. Point to someone or something and say, "That boy." Point to several of the same and elicit, "Those boys."

5b. Have children sort things and say, "These _______ are mine. Those _______ are yours."

6. Provide children with phrases using "by" and "behind", indicating location, and have them add an activity which

they or someone else or some others performed:
"...by the sea   I walked by the sea."
"...behind the house   The dog ran behind the house."

7. Because of the length of the dialogue, you may wish to vary your presentation. For example, for the first few times you can just read the introductory paragraph to them and have the children go through the dialogue proper or just certain portions of it.

8a. Children tell what they can do on a rainy day and what they can't do.

8b. Have pictures of things to eat or name some things to eat (limit to count nouns). Each child tells what he can eat and what he can't eat.

9. For extra material use "What Is It?" by M. L. Allen. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 55.

DIALOGUE:

Part 1 - Shadows

Your shadow is a funny thing. It can be long or short. It can be fat or skinny. You can see it on sunny days. You can't see it on very cloudy days. Your shadow needs light*. The light shines on you. Your body blocks the light. It can't go through your body. This makes a shadow.

A: Yesterday I couldn't see my shadow. (Name), could you see your shadow yesterday?
B: I couldn't. I couldn't see it all day.
C: Couldn't you see your shadow? I could. I could see it. My teacher turned on the lights.
A: Today is sunny. I can see many shadows. See, those children have shadows and those buildings have shadows, too.
C: I have a shadow, too. (Name), can you see your shadow?
B: No, I can't.
C: Come to the window.
B: I'm standing by the window. But I still can't see it.
A: Can't you see it? It's behind you.
B: Look, my shadow can walk. (Name), what can your shadow do?
C: My shadow can wave. What can your shadow do?

(* "light" - mass noun, not target at present.)

Part 2 - Baby Brothers and Sisters

Can you hear those children talking? You can't? Well, let's get behind them. Now we can hear the children. They seem very serious. What can they be saying?

A: Do you have baby sisters and brothers?
B: Yes, I have a baby sister.
A: Where is she? Couldn't she come with you?
B: No, she couldn't. She's playing with the other children. Where's your baby brother?
A: He couldn't come. He's at home.
B: We have to help our baby sisters and brothers. They can't do many things. My sister can't put on her dress.
A: Can't she dress herself? My brother can put on his shirt. But he can't button it. Can your sister talk?
B: Now she can. She couldn't talk last year.
A: Could she sing?
B: Yes, she could. She could sing two songs. Now she can sing ten songs.
A: Oh, oh. My brother's looking for me.
B: My sister's coming too. Let's hide.
A: Let's stand by those cars. Then they can't see us.
B: They can see our heads. Let's hide behind those bushes.
A: Can't they see us now?
B: No, they can't. Oh, oh, yes they can. They're right behind us!

EXERCISES:

1.

A:			B:
Can	they	climb on the roof?	Yes, they can.
	she	walk through walls?	No, she can't.
	he	cook?	Yes, he can.
	you	read?	(etc.)
		write?	
		stop breathing for one minute?	
Can't	they	push the wagon?	
	she	pull the wagon?	
	you	hook a fish?	
	we	play outside?	
	he	ride a bike?	
		climb a coconut tree?	

2.

A:				B:
Could	you	see the stars moon	last night?	Yes, I could.
				No, I couldn't.
Couldn't	they	put the broom away?		(etc.)
	she	finish the book?		
	you	help the teacher?		
	he	clean the room?		
		wipe the dishes?		

3. (Another child can transform each of the following to an interrogative sentence.)

I don't want these	apples.	I want those	oranges.
	bananas.		cookies.
	shoes.		slippers.

These	guavas	are	sour.	Those	guavas	are	sweet.
	pencils		flat.		pencils		sharp.
	boys		studying.		boys		playing.
	girls		running.		girls		sitting.
	dogs		fighting.		dogs		sleeping.

You can't play with these	trains.	You can play with those	trucks.
	cans.		boxes.

You can't have these	leis.	You can have those	flowers.
	nickels.		pennies.

4a.

The children are	crying.	
	looking.	
	pushing.	
	pulling weeds.	
	eating	pies.
		peanuts.
		mangoes.
		coconuts.

4b.

These	children	can	sing.
Those		can't	draw.
			swim.
			climb a tree.

4c.

The children could	play in the house.
	yell on the playground.
They couldn't	play outside.
	play with the bulldog.
	yell in the classroom.
These children could	be good.
	stay up late.
	have pets.
Those children couldn't	be good.
	stay up late.
	have pets.

5a.

The children	are	waiting by the door.
The child	is	standing by the bulletin board.
They		sitting by the bushes.
He/She		sleeping by the window.

5b.

The spider	ran	behind the	refrigerator.
The rat	crept		cupboard.
He/She	is hiding		coconut tree. /bushes.
It			stove.

LESSON VIb - Grade 1

TARGETS: 1. Modals:
    a. shall - interrogative with the first person pronouns
    b. will - interrogative, predicate substitute, affirmative declarative (contracted)
    c. may - interrogative (to ask permission), predicate substitute ("Yes, you may.")
    d. would - interrogative, predicate substitute, affirmative declarative (contracted)
2. Irregular past: found
3. Possessive pronoun: their

NOTES: 1. Insert names of children in dialogue and exercises.
2. You may wish to read the introductory paragraph to the children and have them go through just the dialogue proper. Later, as they become more facile, they can be asked to repeat that too. Once you have read through the whole dialogue, you may want to have the children name the ants in Part 1 and the people in Part 2.
3. Ask children to offer help in doing something for someone else. The others may reply, "Yes, please," or "No, thank you."
   Examples: "Shall I open the window for you?"
   "Shall I wait for you?"
4. The children can ask each other what they plan to do in the future (Saturday, Sunday, on a holiday). Answers will be in the present progressive.
   Examples: "What will you do this afternoon?"
   "I'm going to play kickball."
5. Either verbally, or with visual aids, present stressful situations and ask, "What would you do?"
   Examples:
   "Harry is hitting Tom. You're Tom. What would you do?" (Reply: "I'd ... ")
   "Your cat is up in the tree. He doesn't want to come down."
   "You're playing baseball. The ball smashed a neighbor's window."
6. Have children use "may" in questions for permission only. Have them ask the teacher and others for permission to do something. (If the request is reasonable, let them perform the desired action.)
   If the children have difficulty in generating these questions, they may be prompted by questions such as:

"You want to leave the room. How would you ask for permission?"

Or, if they're still having difficulties, you may say,

"How would you ask for permission to leave the room?"

Reply would be: "May I leave the room?"

7. Have the children look for something you've hidden and ask: "What did you find?"
   Or have the child who's found something ask:
   "What did I find?"
   Sample reply: "I/You found a pencil."
8. Have "ants" actually discover a "cookie." Use a paper cookie. It can be torn into bits and offered to Group 2.
9. Each child pretends to be using the telephone. He asks to speak to a particular person. Party asked for isn't in, so child leaves his name.
10. For extra material refer to the song "It's a Pumpkin." Mursell, James L., et al, Through the Day, Teacher's Book One, p. 112. Morristown, New Jersey: Silver Burdett Company, 1962.

DIALOGUE:

Part 1 - The Discovery of the Ants

Let's look in on these ants by the banyan tree. We can't see the queen ant. She's in the nest. But we can watch the worker ants hunting for something to eat. Oh, they're running back and forth, wiggling their antennas. Shall we tiptoe over to those ants and listen to them?

Group 1 Ants: A cookie! A cookie!
We found a broken cookie!

Ant 1: May I have a bite? I'm hungry.

Ant 2: No, you can't eat now. We have to carry it to the queen.

Ant 3: We can't carry the whole cookie.

Ant 4: We can break it up. We'll carry the cookie crumbs.

Ant 3: Shall I signal the others?

Ant 4: No, I'll signal them. I can run fast. Hey, fellows, we found a broken cookie. Would you like to help us carry the cookie crumbs?

Group 2 Ants: Yes, we would. We'd like to help you. OK, everybody, forward MARCH!

Ant 2: Here's one crumb for you, and a crumb for you. Here's another crumb for you.

Ant 1: Would you please hurry? I'm hungry.

Ant 2: Will you please be quiet?

Ant 3: May I rest for a minute? The cookie crumb is very heavy.

Ant 4: Yes, you may. But would you be careful with the cookie crumb?
Ant 3: Yes, I will. Ant 1, would you like to go first?
Ant 1: Yes, I would. I'd like to reach the nest first. Maybe the queen would let me eat first.

Part 2 - The Lost Mother

The little boys can't find their mother. She's lost. Poor mother. Where can she be? Will they find her?

Little Boys: Mister, would you help us look for our mother? She's lost.
Mr. A: Yes, I will. I'll help you.
Mrs. A: I'd like to help you. May I help too?
Little Boys: Yes, you may. You'll have to look very carefully.
Mr. & Mrs. A: We will. Will you lead us?
Little Boys: We'll go to the candy counter first. Then we'll look in the toy department.
Mr. A: Would she go to those places?
Little Boys: Yes, she would. She'd be there. She's buying us lollipops and toys.
Mr. A: Shall I call the policeman?
Mrs. A: He'll be nice to her. Officer, would you help these boys look for their mother?
Policeman: Yes, I'd be glad to help.
Little Boys: Oh, mommy's here. Thank you, everybody. We found her. Mommy, we found you at last. Would you like to go now?
Mother: Yes, I would.

EXERCISES:

1.

A:		B:	
Will you be my	friend?	Yes, I will. I'll be your	friend.
	guide?		guide.
	valentine?		valentine.
	messenger?		messenger.

2.

A:			B:
Would you like	to eat a	muffin?	Yes, I would. I'd like to
	an	apple?	eat a muffin.
	a	popsicle?	(etc.)
	to have a	donkey?	(Response as above.)
		puppet?	
	to ride a	jet plane?	
		ferris wheel?	

3.

A:			B:
Shall	we	tell the teacher?	Yes, please do.
	I	erase the board?	
		sit on the steps?	
		eat first?	
		rest?	

4.

A:			B:
May	I	help you?	Yes, you may.
		borrow your pencil?	
		take the guinea pig?	
		play with you?	

5.

They	found	the missing ring.
We		the lost dog.
You		a penny in the yard.
She		the book.
He		the nest.
I		the coconut.

6.

A:		B:	
(Name) and (Name) lost their	dog.	I found their	dog.
	bike.		bike.
	kite.		kite.
	trucks.		trucks.
	toys.		toys.

7.

Bernard	can't find	his	sister.
			brother.
Michele		her	
Bernard and Michele		their	friends.
			brother and sister.
			books.

* * * * * * *

LESSON VIc - Grade 1

TARGETS: 1. Modals:

- a. may/might (to express possibility) - negative and affirmative declarative, affirmative predicate substitute
- b. will - negative declarative ("not" contracted), predicate substitute
- c. must - affirmative and negative declarative
- d. would - negative predicate substitute ("not" contracted)

NOTES: 1. "Would" and "could" may be used interchangeably in a question like this: "Could/Would you help me with this?" (Polite way of asking for a favor.)

2. "May" and "might" can be used interchangeably: "I may/might go to Honolulu."

3. Have the children name the persons in the dialogue. Substitute children's names in the dialogue and exercises.

4. Ask children to tell about things they may possibly do later: "I may play baseball later."
Have children tell about the possibility of something not happening or someone not doing something:
A: The boat may not float.
B: The teacher might not let me go.

5. Have one child ask another to do something. The next child refuses to do it and says so:
A: Will you open the door?
B: No, I won't. I won't open the door for you.

6. Ask the children to state something they have to do or are compelled to do:
A: I must finish my spelling lesson.
Or they state what they mustn't do:
B: I mustn't watch TV now.

7. Ask children to tell about something a pet or friend wouldn't do: "He wouldn't help me."

8. Have children hold a telephone conversation:
A: Hello, is (Name) at home?
B: No, he's not. He's at ____________.
A: Would you give him a message?

9. For extra material use "The Jet." Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 110.

DIALOGUE:

Part 1 - A Summer Trip

Would you like to go on a trip this summer? You'll have to make plans.

Father: We must make plans for the summer. It'll be here soon.
Mother: We could go to Honolulu.
Children: Yes, Daddy, could we go?
Helen: Would you take us to the zoo? We won't be naughty.
Joseph: Could we ride the jet plane?
Roy: You might cry. The stewardess and the passengers will laugh at you.
Joseph: No, they won't. You might. The pilot might stop the

plane and tell you to get off.
Roy: That's silly. You must be crazy.
Joseph: You mustn't say naughty things.
Mother: Now, now. Daddy might not take us. He might tell us to stay at home.
Helen: He wouldn't do that. He just wouldn't.
Father: I may. I may change my plans. I may not take you.
Children: You must be teasing.

Part 2

Father: We'll travel this summer. But we must plan carefully. How much do you have?
Helen: I have 25¢. But I may have 50¢ soon. I won't spend it.
Joseph: I have 10¢ now. I might get another 10¢ for washing cars. Then I'll have 25¢ all together.
Roy: No, you won't. You can't add. You'll have 20¢ all together.
Joseph: You're so smart. How much do you have?
Roy: I have 15¢. I can ride the bus.
Helen: You must pay 25¢. The bus driver may not let you ride.
Mother: Children, you mustn't fight. Otherwise you might not go. Would you like to stay at home?
Children: No, we wouldn't.
Father: We must save our pennies and nickels. Then we'll be ready for our trip.

EXERCISES:

1a.	She	might	visit	her	grandmother	next week.
	He	may		his	aunty	today.
	They			their		
	I		go to	Honolulu.		
	We			the zoo.		
				Hapuna.		
				the beach.		
			have	a visitor.		
				a story.		
			see	a movie	today.	
				a puppet show		

(Change the above to negative: "We may/might not go to Honolulu."

	A:	B:
1b.	Will you let us carry the guinea pig?	I might.
	puppy?	I might not.
	he teach us the game?	He might.
	song?	He might not.
	visit the zoo?	No, he won't.
	them?	(etc.)

2a. They won't yell.
cry.
play.
She push you.
tease
He make mud pies.
funny faces.
We lose the jacket.
book.
toys.

2b. He won't be late.
be angry.
scold us.
them.
give us a bite.
give them cookies.
("may/might" and "may not/might not" can be used in place of "won't" -- "He may/might ... ")

3a. They must study.
You go to work.
sleep early.
sweep the floor.

3b. They mustn't play in the street.
We throw rocks.
He pinch the cat.
You slap bird.
kick dog.
punch

4a. The dog wouldn't bite the neighbors.
the children.
the robber.
us.
listen to his master.
chase the cat.
ball.
She wouldn't hurt the dog.
cat.
turtle.

We	wouldn't	bother the	children. chickens.
He		fall in the	hole. cesspool.

4b.

A:		B:
Would you like to	sing? eat? play? paint? leave? rest? make mud pies? puppets?	Yes, I would. No, I wouldn't. (etc.)

* * * * * * *

LESSON VId - Grade 1

TARGETS:
1. Modals:
    - a. should - affirmative and negative declarative, affirmative and negative interrogative, affirmative and negative predicate substitute
    - b. ought to - affirmative declarative
    - c. would - negative interrogative (with "not" contracted)
2. Irregular plural: people, leaves
3. Preposition: from

NOTES:

1. Substitute children's names in the dialogue and exercises.

2a. Ask one child to ask a question about himself or someone else, using "should".
Examples: "Should I tell the teacher?"
"Should he climb the tree?"
Another child answers:
"Yes, you should. You should ... "
"No, you shouldn't. You shouldn't ... "

2b. Set up situations for the children so that they can suggest what should be done:
"Roy bumped his toe on a rock. What should he do?"
"The classroom is on fire."
"The tidal wave is coming."

3a. Ask children to state something they have to do:
"I ought to/should polish my shoes."
Same statements as (a), plus " ... but I won't."

"I ought to/should polish my shoes. But I won't."

3b. Show different times on the clock face. Each child takes the role of a mother or teacher. Tells what a child ought to do at that time.

4. Modals are often interchanged with each other with only a slight difference in meaning:
"The mango ought to/should/must be sweet."

5. Have children describe what they can see from various points in the room, etc.
T: What can you see from the door?/window?/ back of the room?
C: I can see cars from the window.
Ask children what toy/fruits they can bring from home:
"I can bring mangoes from home."

6a. Each child tells whom or what he lives "across" the street "from":
"I live across the street from John," etc.

6b. Draw a street map of an animal town. Place each animal in different places. Child tells which animals live across the street from the others.

7. Use a TV Guide. Each child ponders: "What shall I watch tonight?" Other children give suggestions:
"You should watch ______________."

DIALOGUE:

Part 1 - A Rainy Day

Raindrops are falling very hard. Many people are staying at home today. The children in this house are unhappy. What should they do?

Leroy: Should we go fishing today?
Helen: No, we shouldn't. We might get wet.
Henry: Wouldn't mommy let us go?
Helen: No, she wouldn't. The yard's flooded now.
Jean: People should stay at home today.
Leroy: Girls, phooey. They're always spoiling things.
Henry: We'll have enough to do. We ought to think of something. We shouldn't sit here and fight.
Helen and Jean: But what can we do?
Henry: We'll fish from the window. The leaves floating in the yard are fishes.
Leroy, Helen and Jean: That ought to keep us busy.
Leroy: That big mango leaf is an aku.
Helen: And that yellow leaf is a humuhumu.
Jean: Shouldn't we invite mommy? She might want to join us.
Helen, Leroy and Henry: Yes, we should.

Part 2

Mommy: Look at those people across the street from us. They shouldn't be outside today.
Jean: No, they shouldn't. They'll catch a cold.
Helen: Mommy, wouldn't you like to fish with us?
Mommy: Yes, I would. But daddy should be home soon. I ought to finish cooking.
Henry: Oops, I hooked a crab.
Mommy: Shouldn't you have a bucket? You might wet the floor.
Leroy: Look! I hooked a mother whale! Should I bring it up?
Henry: Sure, you should. I like whales.
Jean: No. We shouldn't separate the mother from her babies.
Daddy: What's going on here?
Children: Shhh. You'll scare the fishes away.
Mommy: They're trying to catch enough for your lunch.
Daddy: Will I have to eat leaves? I'll get sick.
Children: Oh, daddy!

EXERCISES:

1a.	They	should	go to the	store.
	He			cafeteria.
	She			office.
	You			classroom.
	I		turn on the	lights.
				radio.
				TV.
			hide.	
			walk.	
			sit still.	

(Change the above to the interrogative form: "Should I hide?" With reply in the affirmative or negative: "Yes, you should. / No, you shouldn't.")

1b.	They	shouldn't	giggle.
	We		cry.
	He		wiggle.
	She		run.
	You		kick the dog.
	I		

2.	They	ought to	go to sleep now.
	He		take a bath.
	We		look for the dogs.
			see the dentist.
			tell the JPO.
			tell the policeman.

3.

	A:		B:
Do	they have enough	to eat?	Yes, they have enough.
	you	to share?	No, I don't have enough.
		for (Name) and me?	

(Ask children what "enough" could refer to.)

4.

A:			B:
Wouldn't you like to	sing	with me?	Yes, I would.
	swim		No, I wouldn't.
	sit		
	hold hands		

Shouldn't	they	leave	now?	Yes, they should.
	you	rest		No, I shouldn't.
	we	eat		Yes, we should.
	he	stand up		(etc.)

5.

A:		B:	
These people are	lazy.	Those people are	working.
	laughing.		crying.
	happy.		grouchy.
	cold.		hot.

6a.

They	ran	home from school.
We	walked	
He	crept	
She	crawled	
I	looked	from the window.
	winked	
	peeked	

6b.

They	are	running away	from	the children.
He	is	tiptoeing away		us.
We		sneaking away		them.
I	am	hiding		him.

6c.

The	cockroach	jumped from the	shelf.
	rat		ship.
	spider		porch.
	lizard		windowsill.

7a.

A:		B:		C:	
I see a	mango.	I see another	mango.	I see several	mangoes.
	child.		child.		children.
	person.		person.		people.
	leaf.		leaf.		leaves.

7b.

The	child	is	lying on the beach.
	children	are	
	man		
	people		
	leaf		
	leaves		

8. (Name) lives across the street from the park.
the beach.
the airport.
the store.
the school.
John.
me.

* * * * * * *

LESSON VIe - Grade 1

TARGETS:
1. Negative imperative
2. Objective pronoun: them (inanimate objects)
3. Reflexive pronouns: yourself, myself

NOTES:
1. Substitute names of children in the dialogues and exercises.
2. Have children set up their own rules for keeping their desks/room clear and clean:
"Don't leave crayons on the desk."
Have children pretend they're supervising the kindergarten children on the playground:
"Don't fight." "Don't play rough."
3. Set up situations such as:
T: Coconuts are on the ground. What can/should we/you do with them?
A: We can/should eat them.
T: Many marbles are in the yard. What will you do with them?
A: I'll play with them.
B: I'll give them to my friends.
4. Set up situations where one child asks another:
A: What can you do by yourself?/for yourself?
B: I can walk to school by myself.
Second child can then turn to the first child or another:
B: What can you do by yourself?
C: I can dress myself.
(Another question may be: "What can you sing by yourself?")
5. Teacher can show pictures, set up situations, and ask:
"What can you do with them?"
    a. Grapes on the table.
    b. Crayons out of the box.
    c. Blocks scattered on the floor.

DIALOGUE:

Part 1 - Fire Drill Rules

The first graders have a new student in class. They're teaching him the fire drill rules.

New Student: I can't learn the rules by myself. You must help me with them.
Children: Don't worry. We'll teach you. You should repeat them to yourself.
Arlene: Don't run. You must walk.
Roy: You must walk quickly. Don't play.
Brenda: Don't push and shove. You might get hurt.
Roy: Don't talk to your neighbors. You must be quiet.
Michael: Don't run around in the yard. You must stay in line.
Arlene: Don't go back to the classroom by yourself. Wait for the teacher.
Brenda: Listen for the second bell. Then you can go back to the room.
Michael: Don't forget these rules. They will help you in a real fire.
New Student: These rules are too hard to remember. I'm going to forget them.
Children: Don't be silly! We learned them. You can too.

Part 2 - Goodbye, Wild Ducks

The wild ducks in the Wailoa State Park are getting ready to fly home. They must fly across the Pacific Ocean. They must fly back to the mainland. But Bernard doesn't want them to leave.

Bernard: Won't you stay and play with me?
Ducks: We'd like to stay, but we can't.
Bernard: Don't leave me. I don't want to play by myself.
Leader Duck: We should be leaving right now.
Bernard: How will you find your home? You don't have maps.
Duck I: We don't need them.
Bernard: The mainland is very cold. You'll catch a cold.
Duck II: Don't worry. We won't.
Bernard: Would you think of me some time?
Leader Duck: Don't cry. We won't forget you. We'll come back to you next year.
Bernard: I'll be waiting for you. I'll collect water plants and water bugs for you. I'll remind myself to keep them fresh.
Ducks: Thank you, Bernard.
Bernard: Don't forget to wave goodbye. I'll watch you disappear. Goodbye.
Ducks: Goodbye, Bernard.

EXERCISES:

1. Don't yell.
cry.
worry.
forget.
tell.
get lost.
Don't be sad.
shy.
grumpy.
scared.
angry.

Don't slam the door.
desk.
window.
lose the crayon.
handkerchief.
pennies.
scratch the walls.
desks.
tables.
sleep too late.
run across the street.

2. I have extra pencils. You can have them.
crayons.
toys.
pins.

These shoes are mine. Don't take them.
toys
cards
pictures
nickels
sandwiches

Those shoes are yours. You can take them.
(etc.)

3a. I slap myself.
wash
scold
bathe
tickle

3b. I talk to myself.
sing
read
whisper

4. I'll do the dishes myself. I don't need you to help me.
finish the drawing
pick the coconuts
sweep the floor
feed the dog
water the yard
wipe the tables
wash the windows

5a. Can you stay at home by yourself?
sleep
fish

Can you live by yourself?
work
swim

5b. Can you make yourself laugh?
cry?
angry?

Do you wash yourself?
slap
tickle
scold
laugh at

LESSON VIIa - Grade 1

TARGETS:
1. Noun possessive: /-z/ ending
2. Mass nouns: food, bread, jam, butter, milk, meat
3. Noun determiners: lots of, kinds of, much
4. Irregular plural: loaves

NOTES:
1. The pronunciations of the possessive endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVb.
2. Let each child tell about something that belongs to people and animals with names ending in those sounds to which /-z/ can be added. Or the children can talk about parents of other children:
   A: Brenda's story is funny.
   B: Beverly's mother works at a restaurant.
3. Each child with a dog tells about his dog's tail.
4. Teacher can give a sentence about one thing. Children transform the sentence to use "lots of, many, kinds of":
   A: I have a toy car.
   B: I have lots of/many kinds of toy cars.
5. Each child can tell about the different ways of asking for food, bread, jam, butter, milk, meat. First child asks the question, second child replies how much he wants:
   A: How much butter/meat shall I get you?
   B: I want a pound of butter. /meat.
6. Each child can ask another child one of these questions:
   "What kind of car does your father have?"
   "What kind of food does your father like?"
   Each child gives an appropriate answer.
7. Children tell what kind of food their families eat lots of: (Mass noun use limited by pictures.) "We eat lots of bread."

DIALOGUE:

At the Supermarket

Do you ever go to the supermarket with your mother? What do you see there? Yes, you see rows and rows of food. Tommy likes to go to the supermarket. He likes to fill his mother's shopping wagon. /cart.

Mother: Tommy, please get me a loaf of bread.
Tommy: I see lots and lots of bread. Which kind shall I get?
Mother: Get two loaves of bread. Get a loaf of raisin bread and a loaf of white bread.

Tommy: Don't we need some butter and jam?
Mother: Yes, we do. Please help me find a jar of strawberry jam and a pound of butter. The butter is in the cooler. The jam is on that shelf there.
Tommy: I see so many kinds of jam. Strawberry jam is my favorite. But let's get father's favorite jam this time.
Mother: Yes, please. Let's find the milk and the meat counters. I need some meat and a gallon of milk.
Tommy: I see the meat counter. How much meat shall I get?
Mother: Please pick up a pound of stew meat.
Tommy: Do we need anything else?
Mother: No, we don't. Let's pay for our food.

EXERCISES:

1. A dog's bark is loud.
   bear's growl
   lion's roar
   cow's moo
   frog's croak

2.

	A:					B:			
That	pig's	tail is	curly.		My	dog's	tail is	curly,	too.
	squirrel's		bushy.			squirrel's		bushy,	
	bear's		short.			bear's		short,	
	bird's		pretty.			bird's		pretty,	

3. The dog's nose is long.
   shiny.
   wet.
   big.
   ugly.
   black.
   small.
   tiny.

4. T: (Name) has a pet. It's short and fat.
   C: (Name's) pet is short and fat.
   tall and skinny.
   long and low.
   hairy and fat.
   big and rough.
   fast and slippery.
   small and fluffy.
   big and strong.
   small and quick.

   (Names should end with appropriate sounds as stated in the Notes.)

5.

We see	several kinds of	vegetables	at the market.
		food	
	all kinds of	meat	
	many kinds of	fruits	
		jam	
		milk	
		butter	
		bread	

6.

A:			B:		
How much	food	do you have?	I have	lots of	food.
	bread			all kinds of	bread.
	jam			many kinds of	jam.
	butter			several kinds of	butter.
	meat				meat.
	milk				milk.

7.

A:		B:	
I need a	pound of butter.	I need three	pounds of butter.
	pound of meat.	(etc.)	pounds of meat.
	jar of jam.		jars of jam.
	carton of milk.		cartons of milk.
	pint of milk.		pints of milk.
	loaf of bread.		loaves of bread.

8. Please get me two loaves of bread.
I want a loaf of white bread and a loaf of raisin bread.
Please get me two jars of jam.
I want a jar of guava jam and a jar of strawberry jam.
Please get me two quarts of milk.
I want a quart of white milk and a quart of chocolate milk.
Please get me two pounds of meat.
I want a pound of ground meat and a pound of stew meat.

9.

A:			B:
How much	bread	do we need to buy?	Not very much.
	food		
	jam		
	butter		
	milk		
	meat		

LESSON VIIb - Grade 1

TARGETS:
1. Noun possessive: /-s, -əz/ endings
2. Lexical item: also
3. Strengthening the use of modals
4. Strengthening the use of noun possessive /-z/ ending

NOTES:
1. Let each child tell about something that belongs to children and animals with names ending in those sounds to which /-s/ and /-əz/ can be added.
2. Each child asks if something belongs to one of the children above. Second child answers if it does or doesn't, and talks about the same thing that belongs to him:
   A: Is that Everett's ball?
   B: Yes, it is. I also have a ball. Mine is blue.
   No, it isn't. It's mine.
3. Have each child contribute an item to a box. Each child gets a chance to pull out an item and ask the class if it belongs to a particular person:
   A: Is this Charles' raincoat?
4. Ask child what he would like to do. Other modals could be used.
5. Show a large, colored picture of a person or animal. Identify the person or animal. Ask the children to describe a part of that person or animal, or something that belongs to that person or animal:
   A: The girl's dress is blue.
   B: The cat's tail is bushy.
6. Have pictures of toys and clothing. As you show each picture, identify it as belonging to a particular child. Then another child is called upon to tell whose belonging he sees. Then others describe it, using the possessive:
   A: I see Joseph's sweater.
   B: Joseph's sweater is blue.
   Things belonging to the children can be used.
7. Each child tells what his pet's name is:
   "My pet's name is ________."

DIALOGUE:

A Search for a Birthday Present

Here's a story of a little boy. He wanted to get something for his father's birthday. He decided to search for Santa Claus' toy shop.

Boy: Santa Claus has Christmas presents for children. He must also have birthday presents. I'll look for his toy shop and find out for myself. A giraffe's neck is long. He must see far. Mr. Giraffe, do you know the way to Santa Claus' toy shop?

Giraffe: I'm sorry, little boy. I can't see that far. Ask Mr. Hawk. The hawk's eyes can see far. He also flies everywhere. He might be able to help you.

Boy: Thank you. Yoo, hoo, Mr. Hawk. Do you ever fly to Santa Claus' toy shop?

Hawk: That's too far away and too cold. Besides, I really don't know the way. But Mrs. Witch might know. The witch's broom can take her anywhere. Ask her.

Boy: Thank you. Oh, Mrs. Witch. Will you take me on your broom to Santa's toy shop?

Witch: Why do you want to go there?

Boy: I need a present for my father's birthday.

Witch: Why don't you make a present yourself? You can make a present out of many kinds of things.

Boy: You're right. I can paint an empty cigar box and make it pretty. I found a parakeet's blue feather yesterday. I'll put that in the box. My father can wear the feather in his hat. He can put all kinds of things in the box. Thank you, Mrs. Witch.

Witch: You're welcome.

EXERCISES:

1. (Teacher models. Children repeat.)

A	stork's	beak	is	long and strong.
	wasp's	wings	are	long and thin.
An	ant's	legs		long and black.
	calf's	legs		thin and wobbly.
	cricket's	voice		loud and clear.
	duck's	beak		flat.
	hornet's	nest		big and round.
	moth's	wings		soft.
	peacock's	feathers		pretty.
	rabbit's	ears		long and pink.
	shark's	body		long and smooth.
	sheep's	coat		fluffy and soft.
	snake's	eyes		small and round.
	goat's	coat		thick.

2. After teacher repeats perhaps every three lines of above, she can give a cue, using the animal's name, and children recall something about the animal:

T: . . . stork
C: The stork's beak is long and strong.

3. Let the children talk about what they saw at ______'s house. (The blank can be filled with any of the animals in #1 or by a name which ends appropriately.)

4.

My	goldfish's	bowl is	clean.
	seahorse's		dirty.
			big.
			small.
			pretty.

5.

I can see the	octopus'	legs	now.
	cockroach's	head	
	tortoise's	eyes	
		mouth	

6.

A	goose's	neck is long.
An	ostrich's	
A	mongoose's	

7.

This is my mouse's	house.
	bowl.
	bed.
	food.
	swing.

8.

A	peacock's	feathers are pretty.
	parrot's	
	parakeet's	
	pheasant's	
	wild duck's	

9.

That's my rabbit's	dish.
	food.
	pen.
	nest.
	house.

10.

A	fox's	tail is bushy.
	skunk's	
	squirrel's	

11. Let the children describe clothes, books, objects that they see in the room. A second child or group of children make a similar statement about a similar object:

A: The first window is closed.
B: The second window is also closed.

12. Let the children describe each other in the same manner. A second student can tell about another child with the same characteristic:

A:	B:
John is tall.	Tom is tall also.
fast.	(etc.)
thin.	
angry.	
quick.	
kind.	
hungry.	
helpful.	
funny.	
smart.	

13. A: (Name) is playing. May I play also?
(Name's) writing. write
drawing. draw
coloring. (etc.)
listening to a record.
reading a book.
B: Yes, you may.
No, you'll have to wait.

* * * * * * *

LESSON VIIc - Grade 1

TARGETS:
1. Preposition: about
2. Mass nouns: grass, energy, sugar, health
3. Noun determiner: a lot of
4. Irregular plural: teeth

NOTES:
1. Each child tells what the family members talked about at home at supper, about what he heard, or what he is thinking about:
A: We talked about the jets.
B: I heard a story about a whale.
C: I'm thinking about my trip.
2. Each child tells about seeing or using something. Second child changes the sentence to use "a lot of".
A: I saw a bird in the yard at recess.
B: I saw a lot of birds in the yard at recess.
(Also use mass nouns already introduced.)
If mass noun is used, second child can ask, "How much did you see?" Third child answers.
A: I saw some grass in his yard.
B: How much did you see?
C: I saw a big pile of grass.

3. The children are asked to answer the teacher's question with a complete sentence:
   T: What is "Bewitched" about?
   C: "Bewitched" is about a witch.
   The teacher substitutes names of programs.
4. Children tell what they see a lot of at the beach, etc.
   A: I see a lot of crabs at the beach.
   B: I see a lot of trees in the park.
5. For extra material refer to "Mr. Rabbit," by Dixie Wilson. Barrows, Marjorie, Read-Aloud Poems. Rand McNally and Company, 1957.

DIALOGUE:

Good Health Means Good Food

Some children are talking about good health. They talk about food for healthy bodies.

A: To grow strong and healthy we need to eat proper food.
B: Our bones and teeth need milk to grow strong and straight.
C: How much milk should we drink?
B: We should drink a lot of milk every day. Baby animals drink lots of milk, too.
A: Some animals eat grass. We eat vegetables and fruits. They give our bodies vitamins.
C: We also eat a lot of meat and eggs.
A: Food gives us energy. Sugar gives us energy. It gives us energy to run, jump, and play.
B: Food helps to keep our bodies warm, too.

EXERCISES:

1.

We	talked	about	him.
I	asked		them.
(etc.)	learned		plants.
	dreamed		food.
			ghosts.
			monsters.

2.

Caterpillars	eat a lot of grass.
Grasshoppers	
Horses	
Cows	
Goats	
Colts	

3. The grass in their yard is growing well.
drying up.
very green.
soft.
thick.

4. Grass is food for cows.
colts.
lambs.
horses.
grasshoppers.
goats.

5. Jon has a lot of energy. He's strong.
lots of
healthy.
fast.
quick.

(Use children's names and appropriate pronouns.)

6. Food gives us energy.
Sugar
Meat
Milk
Bread
(etc.)

7.

A:	B:
What do we get energy from?	We get energy from sugar.
(Repeat question.)	apples.
	bread.

(Use any count noun plural and mass nouns already introduced.)

8. Sugar is sweet.
white.
important.
brown.
good.

9.

A:	B:
What does sugar do?	Sugar makes us strong.
(Repeat question.)	healthy.
	peppy.
	happy.
	gives us energy.

10. Sugarcane has a lot of sugar.
Jam lots of
Pineapples have
Mangoes
Guavas
Bananas

11. (Name) has some sugar every day. He's strong.
(Substitute names of students followed by appropriate subject pronoun.)

12.

	T:		C:
A	shark's tooth is sharp.	A	shark's teeth are sharp.
	snake's		snake's
	mouse's		mouse's
	rabbit's		rabbit's
	fox's		fox's
	mongoose's		mongoose's
A	cow's tooth is large.	A	cow's teeth are large.
	horse's		horse's
An	elephant's	An	elephant's
	hippo's		hippo's

13. T: I have a new tooth.
C: I have many new teeth.
(He, she, it, they, we, you, (Name), with appropriate pronoun.)

14. Yesterday Michael's front tooth came out,
Ray Ann's
Roy's
my
but he has a lot of other teeth left.
she
he
I have

15. Good health is important.
Her
His
(etc.)

16. My puppy's health is good.
cat's
sister's
brother's

LESSON VIIIa - Grade 1

TARGETS:
1. Comparative-superlative suffixes: -er, -est
2. Irregular comparative-superlative: better, best
3. Preposition: over

NOTES:
1. Substitute names of children.
2. Have objects of different sizes: a long pencil, a short pencil, a big book, a small book, an old chair, a new chair, etc. Children can compare the objects.
3. Let children tell what is better in their estimation: "Collies are better dogs than German shepherds." They can give a reason why: "They're friendlier." (Cars, games, fishes, etc., can be compared.)
4. Children tell who the best athlete, president, etc., is:
   A: Michael is the best kickball player in the class.
5. Have children compare two things or persons:
   A: My ball is smaller than a tennis ball. But Michele has the smallest ball. It's a pingpong ball.
6. Each child can tell about himself, a pet, or someone else jumping over something.
7. The teacher can ask each child this question:
   T: What color do you like best of all?
   C: I like red best of all the colors.
   (Other children can ask the question once it becomes familiar.)
8. For extra material class can sing the song, "Do Your Ears Hang Low?"

DIALOGUE:

The Fastest Runner

Children like to have races. They're always having contests. Do you like racing with your friends?

A: Look at the two boys racing over there. Who is the better runner?

B: (Name). He runs faster than anyone else. He seems to be the fastest runner in school.

A: Is he the best jumper also?

B: No. The best jumper in school is Ted. I once saw him jump over a fence this high.

A: Oh, that's impossible. Nobody can jump that high.

B: Well, he did. The meanest dog in Hilo was right behind him!

EXERCISES:

1. Your food's hotter than mine.
roll's bigger
milk's colder
plate's cleaner
biscuit's larger

2. (Let children compare their hands, fingers, arms, etc., as to size, length, etc.)

a. (Name's) hands are smaller than (Name's).
fingers longer
fingernails sharper
sleeves bigger
arm is shorter
story

b. (Name) has the smallest hands.
sharpest fingernails.
longest legs.
stubbiest fingers.
shortest arms.
biggest
fattest

3. A: Who is the tallest person in the class?
shortest
funniest

B: (Name) is the tallest person in the class.
(etc.)

4. (Teacher gives sentence cues and students respond by giving a comparative example):

T:				C:	
His	shoes	are very	muddy.	They're	muddier than mine.
That	desk	is	neat.	It's	neater
His	drink		cold.		colder
	room		clean.		cleaner
	dessert		hot.		hotter
That	orange		juicy.		juicier

5. That orange is better than mine. It's riper.
apple
papaya
pear
mango
banana

6. That eraser is better than mine. It's softer.
cleaner.
larger.

That eraser is better than mine. It's harder.
newer.
7. That pencil is better than mine. It's prettier.
longer.
darker.
sharper.
8. A: Who is the best speller in the class?
reader
runner
singer
writer
painter
ukulele player
B: (Name) is the best speller in the class.
(etc.)
9. T: (Name) plays baseball. ...baseball player
A: She/He is a better baseball player than I am.
B: She's/He's the best baseball player in our class.
CUES: runs races -- runner
jumps high -- jumper
dances well -- dancer
climbs monkeybars -- climber
plays the ukulele -- player
swims well -- swimmer
10. A cow looked over the fence.
boy climbed wall.
leaned rock.
peeked log.
jumped
peered
11. A truck went over the hole.
mountain.
stick.
bridge.
curb.
12. I looked over the fence and saw a lion.
tiger.
mother cat.
turtle.
(etc.)

LESSON VIIIb - Grade 1

TARGETS:
1. Mass nouns: rain, water
2. Strengthening the use of the comparative-superlative suffixes: -er, -est

NOTES:
1. Substitute names of children.
2. Children can be asked to continue to compare objects of different sizes.
3. Each child tells of the helpful things rain does.
4. Each child tells of different ways he can carry water and ways in which water is used. He can also tell of animals that like water:

   A: I can carry water in a cup.

   B: We need water for plants.
5. Have a "Bragging Contest". These can be "tall tales." One child can start off: "I have the biggest dog in the block." Children with dogs can give other characteristics of their dogs, (meanest, shaggiest, friendliest, etc.). Other things and categories: sisters, eyes, pencils, clothing, etc.

   C: My sister is the prettiest girl in her class.
6. Have a simple tree with several branches. Have different animals on each branch. Children can tell which animal is on the highest branch or the lowest branch. They can also compare positions of different animals.
7. The following Rain poems may be used for extra material. Refer to Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952.
   - a. "Rain" by Robert Louis Stevenson, p. 145.
   - b. "The Rain", author unknown, p. 145.
   - c. "It Is Raining" by Lucy Sprague Mitchell, p. 149.
   - d. "Rain, Rain, Go Away", Mother Goose:

     Rain, rain, go away,
     Come again another day;
     Little Johnny wants to play.

DIALOGUE:

A Rainy Day

The rain's coming down hard. It's falling on the plants. It's falling on the animals. It's falling on everything. People are hurrying indoors. They don't want to get wet.

A: Look, look. The puddles of water are getting bigger and bigger.

B: Look at those silly mynah birds.

A: Where are they?
B: They're in the biggest puddle.
A: Mynah birds don't swim. Only ducks swim.
B: Oh, they're not swimming. They're taking a bath in the puddle.
A: Mynah birds are the silliest birds. They're even sillier than chickens.
B: Why do you say that?
A: Because they're taking a bath in dirty water. They'll never get clean.

EXERCISES:

1. We often have rain in Hilo.
in Hawaii.
on the Big Island.
on the island of Hawaii.

2a. Rain keeps all the plants green.
lawns
gardens
trees

2b. Rain washes the streets.
houses.
sidewalks.
trucks.
roofs.
cars.

2c. Rain cleans everything.
freshens
cools

3. Rain helps our gardens grow.
flowers
vegetables
trees
lawns

4.

A:			B:
Does	Honolulu	have much rain?	No, it doesn't.
	Kailua-Kona		
	Kawaihae		
Does	Hilo	have much rain?	Yes, it does.
	the Volcano		
	Mt. View		
	Keaau		

5. Everyone should drink water every day.
People
Children
We/You

6. A: How much water do you drink every day?
B: I drink about four (etc.) glasses of water every day.
several
many

7. Water is useful for washing dishes.
watering gardens.
putting out fires.
Water is useful for many things.
We drink it. We water the garden with it.
We bathe in it. We grow plants in it.
We wash things in it.

8. We can see water all about us.
in vases.
in ponds.
in the sea.

9. Scene: A Schoolroom.
A: I'd like to have a different desk.
B: You could have mine. It's bigger.
T: ...smaller
C: You could have mine. It's smaller.
T: ...wider
D: You could have mine. It's wider.
CUES: narrower
higher
larger
closer to the blackboard
closer to the window
closer to the door

10. (Name's) model plane is newer than mine.
larger
desk shinier
bigger
bicycle fancier

11. (Name) is the strongest boy in class. He's stronger than (Name).
oldest older
tallest taller
shortest shorter
happiest happier
kindest kinder
smartest smarter
youngest younger

12. T: Who has the prettiest smile in this class?
(Call on a child. Child makes a choice.)
C: Brenda has the prettiest smile.
(After a while children can ask the question when given cues.)
CUES: longest lashes
biggest eyes
longest pencil
loudest voice
neatest desk
brightest dress
shiniest quarter

13. Situation: Three little pigs are talking about their houses and comparing them.

1st Pig: My house is strong.
2nd Pig: My house is stronger.
3rd Pig: My house is the strongest house.

Other Cues: house - big
walls - strong, thick

LESSON IXa - Grade 1

TARGETS:
1. Comparative-superlative with "more - most"
2. Irregular past: caught, flew, had
3. Noun substitute: one
4. Mass noun: juice
5. Noun determiner: kind of

NOTES:
1. Substitute names of children.
2. Each child tells what is "more interesting" to do or read in comparison to something.
3. Each child tells what book he thinks is the "most interesting" book in the library.

4a. Each child compares two fruits:
"A mango is more delicious than an apple."

4b. Teacher chooses children to be ferocious jungle animals. Each child makes an appropriate sound and says:
"I'm a _____. I'm the most ferocious animal in the jungle." Other members of the class make a judgment as to the most ferocious animal:
"The lion is the most ferocious animal in the jungle."

5. Teacher gives each child a picture of a number of count noun objects. Child tells that he has a lot of those items and asks another child if he wants one. Or teacher can just give an oral cue:
T: ...boxes
A: I have a lot of boxes. Bernard, do you want one?
B: Yes, I do. /No, I don't.

6. Same kind of cues as above. But use "caught":
T: ...bird
C: I caught a bird. Joseph, did you catch one?
J: No, I didn't. /Yes, I did. I caught one in the yard.

7. Teacher asks questions to elicit the past tense form "flew": "Where did the bird go?"
"What did the bird do?"
"Where did it fly to?"

8. T: I have a monkey. ...last year
C: I had a monkey last year.

9. Each child tells what kind of juice he likes and how much he can drink:
"I like orange juice. I can drink a whole bottle of it."

10. Other words that take "more - most" for their comparative-superlative forms: dangerous, expensive, careful, powerful, careless, painful.

11. For extra material refer to the song "I Had a Little Turtle" by Vachel Lindsay. Mursell, James L. et al, In Our Town, Teacher's Book Two, p. 12. Morristown, New Jersey: Silver Burdett Company, 1956.

DIALOGUE:

The Monarch Butterfly

Butterflies are insects. They have six legs. They suck the juice of plants. They lay eggs.

A: I saw all kinds of butterflies yesterday. And I caught the most beautiful one.
B: Where is it now?
A: It flew away.
B: Why didn't you catch it again?
A: It flew too high. So I lost it. It was the prettiest butterfly.
B: What kind of butterfly was it? Was it more beautiful than that white butterfly there?
A: Oh, yes, it was. It was a monarch butterfly.
B: Oh, we had one in our classroom. We watched it crawl out of a chrysalis.
A: Was it black and orange-brown?
B: Yes, it was. It was very interesting to watch the butterfly come out. It was more interesting than watching a movie.
A: Help me find a chrysalis. I want to see it, also. Where shall we look for one?
B: A crownflower plant is the best place to look.

EXERCISES:

1a. Sliding is more exciting than running.
Swinging hopping.
Climbing skipping.
Twirling jumping.

1b. Bananas are more delicious than mangoes.
Apples oranges.
Litchis tangerines.
Guavas papayas.

For Variation: Utilizing (1a) and (1b):
A: Is/Are ______ more exciting/delicious than ______?
B: Yes, it is. It's the most exciting of all.
Yes, they are. They're the most delicious of all.
No, it isn't. ______ is more exciting.
No, they aren't. ______ are more delicious.

2. Johnny has an interesting rock. It's more interesting than mine.
unusual stick. (etc.)
puzzle.
coin.
pet.
stamp.

3. The most playful pet is a puppy.
kitten.
mouse.
baby chick.
baby rabbit.

4. The most interesting TV program is Walt Disney.
Captain Honolulu.
Checkers and Pogo.
The Three Stooges.

5a.

A:		B:		
How did	you catch the fish?	I	caught the fish with	my hands.
	he	He		a net.
	she	She		a pin.
				a hook.

5b.

A:	B:		
What did he catch?	He caught a	mouse	in a trap.
(Repeat the question.)		rat	
		mongoose	

6.

A:		B:	
Where did you catch the	fish?	I caught it	in the bay.
	eel?		in the ocean.
	crab?		near Onekahakaha.
	octopus?		

7. (Teacher uses visual cue):
T: ...a big fish ...yesterday
A: I caught a big fish yesterday.
B: I caught a bigger one.
C: I caught the biggest one of all.
CUES: crab
turtle
grasshopper
mantis
beetle

8. A plane flew over us. Then it flew through a cloud.
jet
helicopter
balloon
An airplane

9. John flew in an airplane last week. He went to Kona.
Kawehi She Waimea.
Philip Maui.
Annette and Bruce They Kauai.
They Honolulu.
My cousin

10. A: Did you ever fly in an airplane? Where did you go?
B: Yes, I flew to Kailua once.
Waimea
(etc.)

11. I had two new pencils but I lost one.
crayons
sweaters
puzzles

12. I had a toothache yesterday. I had to stay at home.
cold
headache
big cut

13. A: B:
I have some cookies. Would you like one? Yes, I want one.
apples. I want more than one.
doughnuts.
flowers.
Easter eggs.

14. One of my favorite drinks is orange juice.
grape
guava
tomato
passion fruit

15. Juice is good for grownups.
children.
babies.
snacks.
Juice is good with cookies.
crackers.
sandwiches.

16. A: How many cans of juice do you buy?
bottles
cartons
cans of frozen juice do you buy?
B: Sometimes we buy 2 (etc.) cans of juice.
bottles
cartons
cans of frozen juice.

17. Is that juice cold?
fresh?
delicious?
sour?
sweet?

18.

A:	B:
What kind of jam do you like?	I like strawberry jam.
bread	raisin bread.
milk	chocolate milk.
sandwiches	hot dogs.
juice	orange juice.

19. (Use visual aids.)
I like this kind of book better than that kind.
animal
fruit
shirt
dress

* * * * * * *

LESSON IXb - Grade 1

TARGETS:
1. Mass nouns: time, soda pop
2. Strengthening the use of the comparative-superlative with "more - most"

NOTES:
1. Different children can take turns being a Whistler or a Whiner. Another person can narrate. Use pictures of a scowling child and a smiling child.
2. Children think of other eating habits, both good and bad: "A Whiner gulps his food."
3. Each child tells what he didn't have time for: "I didn't have time to finish."
4. Each child tells what foods are better than soda pop, or why soda pop isn't the best drink.
5. Have children tell that something/someone is more helpful/important than something/someone else. (An expression of an opinion.) "To me, a dog is more important than a cat."

DIALOGUE:

Which Are You?

Are you a Whistler or a Whiner at mealtime? A Whistler's a happy person. Is this you? Or is this you? (Hold up pictures.)

A Whistler is smarter than a Whiner. He's healthier. He has good eating habits. A Whiner has poor habits. He isn't the happiest person in the world. He isn't the smartest person in the world.

Whistler: I eat a good breakfast. It's the most important meal for me. It helps me to start the day right.
Whiner: I went to bed late last night. I couldn't get up in time. I usually don't have time for breakfast.
Whistler: I drink a quart of milk every day.
Whiner: I hate milk. Soda pop's a better drink. I wash my food down with water.
Whistler: I chew my food carefully. I try to eat everything on my plate.
Whiner: I'm the fastest eater in my family. Playing is more important than eating.

EXERCISES:

1. A: Does walking to school take much time?
raking the yard
practicing a hula
walking home from school
B: No, it doesn't take much time.
Yes, it takes a lot of time.
2. T: (Using visual cues): ...go to sleep
A: What time do you go to sleep?
B: I always go to sleep at the same time.
8 (etc.) o'clock.
CUES: What time do you go to school?
go home?
get up?
go to the cafeteria?
leave for school?
have juice?
3. A: Do you have time to help me with something?
show me something?
teach me something?
take me somewhere?
read me a story?
B: Yes, I do. I have lots of time.
a lot of
some
No, I don't have time now. I'm busy.
Yes, I have time now.

4. (Name) drinks a lot of soda pop.
He lots of
She too much
They drink a bottle of soda pop every day.
a can
two bottles
three cans

5. Soda pop tastes good with hot dogs. / a hot dog.
hamburgers. / a hamburger.
sandwiches. / a sandwich.
crackers. / a cracker.
cookies. / a cookie.

Variations:
A: I like to eat ______ and drink soda pop.
B: What's good with soda pop?
A: _________'s good with it.

6. A: Do you ever drink soda pop?
B: Yes, I drink soda pop every day.
once in a while.
every Saturday at Woolworth's.
with my lunch.
No, I don't like soda pop. I like milk better.
water
juice

7a. Scene: "Visiting" - (Teacher uses visual cues.)
A: Would you like a bottle of soda pop?
a glass of
a sip of
a can of
a drink of
some
B: Yes, I would. Thank you.
No, thank you.
Yes, thank you.
No, thank you. I'd rather have a glass of water.
milk.
juice.

7b. Scene: "At the Store"
Grocer: How much soda pop would you like?
Child: I'd like six cans.
three (etc.) bottles.
a case

8. T: (Oral or visual cues) ...soda pop -- milk
A: Is soda pop more delicious than milk?
B: No, milk is more delicious than soda pop.
Yes, it is.
CUES: banana -- mango
apple -- orange (etc.)

9. T: (Visual or oral cues) ...kicking a ball
A: Kicking a ball is fun.
T: ...playing marbles
B: Playing marbles is more fun.
CUES: jumping -- sliding on the slide
skipping -- crawling on the bars
hopping -- climbing trees
riding the swing -- riding on the merry-go-round

10. T: ...kittens or puppies
A: Which animals are more playful - kittens or puppies?
B: Kittens are more playful.
CUES: puppies or lambs
guinea pigs or bunnies
bunnies or kittens
colts or puppies
For Variation:
B: Kittens are more playful than puppies.
C: No. Puppies are more playful.
T: ...billy goats
D: Billy goats are the most playful animals.

11. T: ...shoes or boots
A: Shoes are more comfortable than boots.
T: ...slippers
B: Slippers are the most comfortable things to wear.

12. Scene: Three Bears arguing. Goldilocks observing.
Papa Bear: My chair is more comfortable than yours.
Mama Bear: No, my chair is more comfortable than yours.
Baby Bear: No, I have the most comfortable chair.
Goldilocks: Yes. Baby Bear's chair is the most comfortable chair in your house.
CUES: bed
slippers
pillow
Other Categories:
more/most colorful: shirt, dress, flowers
more/most playful: kitten, dog, rabbit
(The teacher can make up her own situations or sentences.)

LESSON Xa - Grade 1

TARGETS:
1. Past progressive
2. Expletive: it
3. Irregular past: cut

NOTES:
1. Substitute names of children.
2. A game: Teacher asks the class to think of a favorite animal. Allow five seconds:
   A: What were you thinking about?
   B: I was thinking about a cat. What were you thinking about?
   A: I was thinking about a giraffe.
   (Continue with the next two children.)
   Teacher can provide balloon-type pictures, as used in comic strips, which each child holds to make it easier for the children.
3. Teacher asks everyone in the class to perform an action. Call a stop:
   A: What were you doing?
   B: I was snapping my fingers. What were you doing?
   A: I was scratching my head.
   (Continue with the next two children.)
4. Teacher gives a sentence. Child changes to the past with the appropriate cue:
   T: I cut the grass every day. ...last week
   C: Last week I cut the grass.
   T: I cut the grass with a sickle all the time. ..yesterday
   I'll cut the watermelon now. ...last night
   He cuts the tall trees for us. ... last week
5. Teacher asks: "What did you cut with a knife yesterday?"
   CUES: a flower, a stick
   an apple, my finger
   a watermelon, my jack-o-lantern
6. Since the use of "it" as an expletive is limited, practice will be limited to exercises. Teacher can also elicit the use of "it" by asking about the weather. Child can pretend to be a weatherman announcing over TV or radio.

DIALOGUE:

Helping at Home

It was a beautiful day. The sun was shining. Some children were outside playing. It was a holiday. Some children were helping their parents at home.

A: Hi, (Name). I saw you early this morning. Where were you going?
B: Oh, I was going to my grandfather's house. I wanted to call you but it was too early. What were you doing?
A: I was eating my breakfast.
B: Where are you going now?
A: Fishing. Kenneth and I were going fishing together today. But Kenneth's father wanted him to clean the yard first.
B: We were all helping my father this morning, too. I raked the leaves. My sister burned them. My brother cut the grass.
A: Are you through now?
B: Yes, we are.
A: It's no fun going fishing alone. Would you like to go with me?
B: Yes, I would. I'll ask my mother.

EXERCISES:

1a.	I saw	Jane.	She was	walking to school.
		Joseph.	He	riding to the store.
		Bernard.		going to the park.
				the church.

1b.	I saw	them.	They	were walking home.
		you.	You	
		my cousins.		

1c.	I watched	Jane.	She was	jumping over a log.
		Dick and Jane.	They were	
		Dick.	He was	
		you.	You were	

2.	The	kitten	was running	through the bushes.
		mongoose	was scooting	
		rabbits	were hopping	
			were jumping	
		children	were tiptoeing	
			were peeking	
			were sneaking	

3a.	Was	he	working	alone?
		she		hard?
	Were	they		fast?
		you		slowly?
		(Name)		

3b.	A:		B: (Cues underlined)	
	What were they	doing?	They were	doing their chores.
		singing?		singing Hawaiian songs.
		making?		making leis.
		carrying?		carrying the chairs.
		building?		building a birdhouse.

A:		B:	
What were they	dragging?	They were	dragging a log.
	digging?		digging a pond.

3c.	A:		B:		
	Where	were you going?	I	was going to	school.
		was Joe	He		the cafeteria.
		were Joe and Billy	They were		the office.
		was Mary	She was		my room.
		(etc.)	(etc.)		the park.

4a. It's windy today.
cold
sunny
cloudy
hot

4b. A: Was it windy yesterday?
B: No, but it's windy today. (Use cues from #1a.)

5.	Child:		Teacher (or another child):	
	Is it time	for our milk?	No, it's time	for our juice.
		to sleep?		to play.
		to paint?		to sing.
		to eat our lunches?		to rest.
		for our spelling lessons?		for our arithmetic lessons.

6. It's too early to go swimming.
late visiting.
to a movie.
to my auntie's house.
to the library.

(Change above to interrogative form:
"Is it too early/late to go swimming?" etc.)

7. It's too dangerous to swim there.
sit
play
cross

8. I cut up a magazine yesterday.
cut down tree
cut out picture

9a. The boy cut a hole in the box.
girl hat.
teacher board.
workman package.
helper lid.
(etc.) page.
chart.

9b. Yesterday the carpenters cut a hole in the wall.
the carpenter
they
he
a man
the workers
board.
ceiling.
roof.
(etc.)

10. A: What happened to his finger?
her thumb?
(Name's) leg?
toe?
hand?

B: She cut it on a sharp rock.
He
pointed stick.
with a razor blade.
knife.

11. T: She cuts up vegetables every evening. ...yesterday
A: She cut up vegetables yesterday.
T: ...every noon
B: She cuts up vegetables every noon.

OTHER CUES:

Time	Objects
every day	carrots
last evening	potatoes
yesterday	radishes
every night	tomatoes

* * * * * * *

LESSON Xb - Grade 1

TARGETS:
1. Noun substitute: ones
2. Reflexive pronoun: ourselves
3. Strengthening the use of the past progressive and the expletive "it"
4. Strengthening the use of the mass noun "rain"

NOTES:
1. Children can take parts.
2. Teacher can say:
"I see many kinds of/lots of/several (count nouns)."
C: I like the (specific) red/brown/etc., ones.
The ones on the table are pretty.
3. Each child tells what rain is good for, or what it does:
A: Rain is good for plants.
B: Rain helps plants to grow.
C: Rain makes puddles.

4. Children tell what they as boys and girls can do alone:
   A: We can dress ourselves.
   B: We can brush our teeth by ourselves.
5. For extra material use the poem "Who Likes the Rain" by Clara Doty Bates. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 146.

DIALOGUE:

A Good Day for Ducks

It was raining hard. Children were playing indoors. People were hurrying to get out of the rain. Almost everybody looked unhappy. The ducks were the only happy ones. They were splashing in the puddles.

1st Duck: It's a wonderful day for ducks.
Quack! Quack! I agree with you. Why was that man grumbling?
Mother Duck: His groceries were getting wet. He was hurrying to get out of the rain. People are funny. They don't like to get wet.
1st Duck: But some boys and girls like playing in the rain. Two children were playing in the rain a while ago.
2nd Duck: But their mother came out and scolded them. Poor children. They were having such a good time.
Mother Duck: It's a shame. Anyway, it's nice for us. We can splash all by ourselves.
2nd Duck: It's a wonderful day for ducks. Quack! Quack!
1st Duck: But not for boys and girls.

EXERCISES:

1.

	A:				B:		
We	saw	some	big mangoes.	We	saw	some	bigger ones.
	have		small pumpkins.		have		smaller
	picked		ripe guavas.		picked		riper
	found		green mangoes.		found		greener
			sweet plums.				sweeter
			juicy pineapples.				juicier

2. (Teacher can augment oral cues below with visual cues.)
They handed us some large ones.
ripe
wiggly
shiny
fresh

They handed us some wet ones.
slippery
smooth

3. A: I liked the ukulele players and the hula dancers.
gourd players sword dancers.
Tahitian dancers guitar players.
singers

B: I liked the same ones.

4a. Scene: After a Visit to the Zoo

A:	B:		
What kinds of animals did you like?	I liked the	small	ones.
(Repeat the question)		baby	
		wild	
		tiny	
		big	
		furry	
		noisy	
		little	

4b.

A:	B:		
Which apples do you like?	I like the	red	ones.
(Repeat the question)		green	
		sweet	
		yellow	
		sour	

5. We helped ourselves to the desserts.
drinks.
salads.
melons.
potato chips.
crackers.
cookies.

6. We cut ourselves on some rocks.
scraped
sunned
rested

7. We cut them ourselves.
caught
carried
sewed
stirred
planted
smashed

8. T: ...blocks
A: Who painted those blocks?
B: We did.
A: Did someone help you?
B: No, we painted them ourselves.
OTHER CUES: masks chairs
hats puppets
wagons

9. A: What was/were you/she/they (etc.) doing last night?
B: They were playing with puzzles.
I was watching TV.
(etc.) playing outside.
singing songs.
playing the ukuleles.
eating guavas.
walking with my father.
helping my mother.
drying the dishes.
doing the chores.
drinking some milk.

10. T: I saw (Name) helping her mother last night.
A: What was she/he doing?
T: (Visual cue: ironing) (Oral cue: shirts)
B: She/He was ironing some shirts.
CUES: washing - dishes
mopping - floor
peeling - potatoes
washing - windows

11a. It rains often in Hilo.
in Keaau.
in Mt. View.
at the Volcano.
in Waimea.

11b. It often gets cloudy in Waimea.
windy Keaukaha.
cold Pepeekeo.

12. It's a beautiful day.
lovely morning.
clear
bright
cloudy

13. It's a good day for swimming.
painting.
hiking.
loafing.

LESSON XIa - Grade 1

TARGETS:
1. Expletive: there
2. Mass noun: lettuce
3. Irregular past: forgot

NOTES:
1. Children can take parts.
2. Teacher shows one child a picture. Child tells what things there are in the picture after another child asks:
   A: What's in the picture?
   B: There's a ball in the picture. (etc.)
3. Teacher can place objects or an object on the shelf or table. She then asks a child:
   T: What's on the table?
   C: There's a ball on the table.
4. Teacher can ask the children the question:
   "Did you ever forget to do something? Tell us about it."
   (To elicit past tense form "forgot".)
5. Children can make up sentences about what happened when someone forgot to do something:
   "The teacher forgot her key. We couldn't get in the room."

DIALOGUE:

The Runaway Rabbits

There were once two fluffy white rabbits. Their names were Pinky and Hoppy. They belonged to a little boy. The rabbits' house was a wooden cage.

One day the little boy forgot to close the door tightly. There was a tiny opening. Pinky saw the opening. He pushed the door wide open with his nose. He jumped out. There was a vegetable garden nearby.

Pinky: Yum, yum. There's my favorite vegetable in that garden. Aren't you coming?

Hoppy: You ought to be careful. There's a dog around somewhere. I saw it a while ago.

Pinky: Scaredy cat. It looks safe. There isn't anyone around. Come on.

Hoppy: Mmm. There are some carrots and some lettuce. Here I come. (Hops out.) We're going to have a feast.

Pinky: Crunch, crunch. I like lettuce. Ugh! There's a worm in my lettuce.

Hoppy: Oh, oh. There's someone coming.

Little Boy: You naughty rabbits. How did you get out? Come on. I'm putting you back in your cage.

EXERCISES:

1a. There's a fly on the window.
lizard
mantis
ladybug
moth
cockroach
1b. There are flies on the windows.
(etc.)
2a. Are there some extra pencils in your desk?
colored pencils
erasers
tissues
rulers
crayons
2b. Is there a new boy in your class?
new girl
projector
pet rabbit
pet guinea pig
fish bowl
2c. Are there many windows in your room?
tables
bugs
doors
desks
girls
boys
2d. How many windows are there in your room?
(etc., cues from 2c.)
3. There is food in the cafeteria.
is a frog in the garden.
are flowers in the vase.
milk in the refrigerator.
map on the wall.
desks in the room.
4a. Yesterday, there was a strange dog at school.
cat
man
movie
4b. There were a lot of ripe guavas on our tree.
mangoes
limes
avocados

There were a lot of ripe coconuts on our tree.
bananas

4c. Yesterday, there was a mantis on the window.
a funny man at school.
milk on her dress.
some lettuce in the cage.
were ants in my sandwich.
two cardinals in our tree.
two visitors at school.

5.

A:	B:
What did you forget?	I forgot my quarter.
(Repeat the question)	purse.
	wallet.
	library book.
	notebook.

6. Who forgot to close the windows yesterday?
lock door
sweep floor
mop floor
clean sink

7a.

A:	B:
What did you forget?	I forgot the spelling list.
(Repeat the question)	my sister's quarter.
	my library book.
	some flowers.

7b.

A:	B:
Did you forget anything?	Yes, I forgot to bring a lei.
(Repeat the question)	my pet.
	some litchis.
	a ripe mango.
	some bananas.
	some lettuce.

8a. Crisp lettuce tastes good.
Fresh
Chopped
Cold

8b. Lettuce is easy to grow.
a vegetable.
tasty.
good for rabbits.
guinea pigs.
us.
leafy and green.

9. We eat a lot of lettuce every day.
lots of
fresh leaves of
many leaves of

10. We usually buy whole heads of lettuce every week.
a head of
two (etc.) heads of
some

11. A: How much lettuce do you usually eat?
B: I usually eat just one leaf of lettuce.
lots of
a lot of
a bowl of

12. Lettuce grows well in Waimea.
cool places.
my backyard.
my neighbor's garden.

* * * * * * *

LESSON XIb - Grade 1

TARGETS:
1. Mass nouns: work, money
2. Noun substitute: any
3. Irregular past: ate
4. Noun determiner: a few
5. Strengthening the use of the expletive "there"

NOTES:
1. Children can take parts.
2. Teacher can have a shopping bag filled with many things. Each child can ask for one, or more than one of the same things using these patterns:
"Is there a ball in the bag?"
"Are there any balls in the bag?"
Teacher or another child answers appropriately:
"Yes, there is. /No, there aren't," and hands the object or objects to the child.
3. Each child can ask another child the question:
A: How much money do you need to buy a ____?
B: I need _____ cents.
4. Teacher can ask each child to make believe that he ate the thing she shows him. (The reason for showing picture is to control the use of nouns - especially mass nouns.)

T: What did you eat yesterday?
(Show a picture of bananas.)
C: I ate some bananas yesterday.

5. Two children talk together:
A: My mother's/father's at work.
B: What kind of work does she/he do?
A: He/She drives a bus. (etc.)

6. Teacher gives money to a child. The child hides the money somewhere:
A: Where's the money?
B: It's in your desk. (etc.)

7. One child can say that he needs something (use same pictures as for #4), and asks another child if he can give him any. Second child makes believe that he doesn't have any to give and says so:
A: I need some bananas. Do you have any to give me?
B: No, I don't have any.

DIALOGUE:

Mother Hubbard

Old Mother Hubbard went to her cupboard. There was nothing to eat in her cupboard. There was no food for her. There were no bones for her dog.

Mother Hubbard: What shall we do? There's nothing to eat. I'm so hungry.
Dog: Is there any money in your purse?
Mother Hubbard: No, there isn't any. There's no food and there's no money in this house.
Dog: We could go out to look for food. Are there any vegetables left in our garden?
Mother Hubbard: No, there aren't any. We ate them last week. There were only a few beans and a few heads of lettuce left.
Dog: I could go to the farmer's house. I could watch his cows. Then he might give me some food.
Mother Hubbard: That's a good idea. There's always work to do. I'll ask the farmer's wife for a job.

EXERCISES:

1.	Work makes	me	thirsty.
		him	hungry.
		her	happy./sleepy.
		them	angry./tired.

2a. A: How much homework do you have every day?
B: I have two (etc.) pages of homework.
a lot of
a few pages of
some
lots of

2b. A: How much housework do you do every day?
B: I do a lot of housework every day.
lots of
some

2c. A: How much yardwork do you do every day?
B: (Same as 2b.)

3. He has some work to do in the garden.
in the yard.
in the house.
at school.
at home.

4. There is a bug on your shirt.
There's
desk.
back.
book.
chair.
shoe.

5. There are some chores to do.
a few animals at the fair.
new children in school.
ants in your lunchbox.

6. There's a marble on the floor.
a new pencil in my desk.
milk in the refrigerator.
an apple in my lunchbox.
a ripe guava on the ground.
butter over there.
There are two maps of Hawaii on my desk.
some puzzles on the shelf.
four picture books on the table.

7a.

A:	B:
Is there a ripe mango on the tree?	Yes, there is.
an extra eraser on the table?	No, there isn't.
something for me?	
a clean paintbrush?	
work for me to do?	
a new family in your neighborhood?	
a slice of meat for my sandwich?	

7b. Are there any clean paintbrushes?
some oranges on your trees?
any old newspapers?
holes in your bucket too?
four quarters in a dollar?
any napkins left?

7c. Is there apples on your tray?
Are there blocks in your room?
any money in your wallet?
a quarter on my desk?
any guavas on your tree?
peas/beans on your plate?
any butter on your biscuit?

8a. My mother found some money yesterday.
father
cousin
brother
(etc.)

8b. Mother (my) gives me some money every day.
Father
She
He

9. Do you have any money?
Does he much
Do they some
(etc.) a lot of

10.

A:		B:	
How much money do you	want?	I want a	quarter.
	have?	have	dime.
	save?	save	nickel.
	need?	need	dollar.
	earn?	earn	penny.

11. A: May I have some money? I need it for school.
B: Yes, you may. How much do you need?
A: I need a quarter.
nickel.
dime.
dollar.
penny.

12. My money is in a piggy bank.
in a shoebox.
in my pocket.
under my pillow.
in a cookie jar.
(etc.)

13.

A:			B:
Do you have any	lettuce?	No,	I don't have any, but my mother does.
	money?		
	milk?		
	vegetables?		
	crayons?		
	carrots?		
	meat?		

14.

A:			B:
Is there any	lettuce?	No,	there isn't any. I ate it all up.
	meat?		
	milk?		
Are there any	carrots?	No,	there aren't any. I ate them all up.
	tomatoes?		
	cucumbers?		
	green peppers?		

15. I ate all my food.
peas.
carrots.
meat.
lettuce.

16a. I like green mangoes. I ate two (etc.) of them yesterday.
He likes oranges. He
She apples. She
They green apples. They
guavas.
carrots.

16b. I like lettuce. I ate a whole head of it yesterday.
He likes meat. He a slice of it
She mushrooms. She a can of them
(etc.) tomatoes. (etc.) two of them.

17. A: Where did you eat yesterday?
(Repeat question.)
B: Yesterday, I ate at school.
home.
my cousin's house.
my friend's house.
(etc.)

18. A: What did he/she eat for a snack?
B: She ate a cookie.
He slice of meat.
green mango.
ripe lichee.
an orange.

19. A few slices of meat aren't enough. I want more.
pineapple
mango
bread

20. There are a few doughnuts left. Do you want them?
hot dogs
guavas
eggs

21.

A:	B:
Did you see many people at the beach?	I saw a few people.
(Repeat the question)	children.
	boys.
	girls.

LESSON XIIa - Grade 1

TARGETS: 1. Tag questions.

NOTES: 1. It will be difficult to elicit tag questions independently. Teacher can provide questions with tags as models. They can be tag questions about where the children live, what they like or dislike, or what they did. If the statement is affirmative, the attached question is negative; if the statement is negative, the attached question is affirmative. The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. The person asking a question beginning with a negative statement expects a negative answer. However, the person responding may either agree or disagree.
Examples:
T: You live on Pua Street, don't you?
C: Yes, I do. /No, I don't live on Pua Street.
T: John isn't here, is he?
C: No, he isn't. /Yes, he's here.

2. Children can take turns being parrots, always repeating things.
3. Translate into SE those sentences children use in HID as tag questions -- those sentences usually ending in "huh?" or "yeh?"
4. Notes for Part 2:
   a. Substitute names of children.
   b. If there is no new student in the class, ask children to make believe that one of them is new to the class.
5. Have children ask tag questions by using pictures to help:
"He's a pretty dog, isn't he?"
"They're busy, aren't they?"
"The fruits look good, don't they?"
"It makes you hungry, doesn't it?"
6. Refer to the Pronunciation Section of the Manual for intonation patterns to use with tag questions.
7. The dialogue and exercise 8 are marked with intonation patterns. The teacher should adhere to these patterns until the children are familiar with them. Then she may vary the emphasis but the intonations on the tag questions should not be varied.

DIALOGUE:

Part 1 - A Funny Pet

A parrot is a beautiful bird, isn't it? It has beautiful colored feathers. Parrots come from jungles. They make good pets. You can teach a parrot to talk.

Here's a story about a little girl with a pet parrot. The parrot's name is Mike.

Patty: I like your new pet, Ann. He's so colorful.
A parrot can learn to talk, can't it?
Ann: Yes, it can. Mike can say some words. You can,
can't you, Mike?
Mike: You can, can't you, Mike?
Patty: He sounds funny, doesn't he?
Mike: He sounds funny, doesn't he?
Ann: Oh, Mike, stop it!
Mike: Oh, Mike, stop it!

Part 2 - New Boy at School

Being a new boy in a school can be lonely, can't it? We try to help new students at Keaukaha School feel welcome. Having a friend in a strange place makes you feel good inside, doesn't it? What can we say to make a new student feel welcome? Let's make believe.

Mark: Good morning. You're a new boy here, aren't you? My name is Mark.

Nelson: Good morning. My name is Nelson. Yes, I'm new at Keaukaha School.

Mark: What school did you come from?

Nelson: From a school in Honolulu.

Mark: Don't you miss your friends there?

Nelson: Yes, I do. But the children here are friendly, aren't they?

Mark: Yes, they are. And Mrs. Nishimoto's a good teacher, isn't she?

Nelson: Yes, she is. I'm going to like this school.

Mark: I'm glad to hear that. Come on. There's the bell.

EXERCISES:

(Notes:
1. If the children have difficulty, have them first say the sentences without the tag and then add the tag.
2. Go through the exercises using the falling intonation first. When the children are familiar with this pattern, go through the exercises again using the rising intonation. Then finally combine both patterns.)

1a. The new	boy's	lonely,	isn't	he?
	girl's	friendly,		she?
		lost,		
		smart,		
		brave,		

1b. Guinea pigs are good pets, aren't they?
Chickens
Rabbits
Dogs
Cats

2a.

A:				B:
Your friend likes	jam,	doesn't	he?	Yes, he does.
	soda pop,			No, he doesn't.
	milk,		she?	Yes, she does.
	juice,			No, she doesn't.
	guavas,			

2b.

A:			B:
You like to	play on the slide,	don't you?	Yes, I do.
	run on the porch,		No, I don't.
	play with the puzzles,		
	tease the girls,		

3a.

A:			B:
He	isn't	happy, is he?	No, he isn't.
		hurt,	Yes, he is.
She		tired, is she?	No, she isn't.
		angry,	Yes, she is.

3b.

A:		B:
They're not	singing, are they?	No, they're not.
	studying,	Yes, they are.
	helping,	
	listening,	

4.

A:			B:
It was	sunny	yesterday, wasn't it?	Yes, it was.
	rainy		No, it wasn't.
	cloudy		
	cold		
	hot		

5.

A:		B:
It tastes	sweet, doesn't it?	Yes, it does.
	sour,	No, it doesn't.
	salty,	
	good,	
	fresh,	

6.

A:			B:
They	came to school with (Name), didn't	they?	Yes, they did.
She		she?	No, she didn't.
He			(etc.)
The teacher			
Mother			

7. You can play by yourself, can't you?
eat
swim
stay at home

8. (Short dialogue based on "The Three Bears" to be acted out.)

a. Papa Bear: (Speaking doubtfully)

You didn't smash my chair, did you?
eat my bread,
wrinkle my bed,
stretch my slippers,

Mama Bear: No, I didn't.

Baby Bear: No, I didn't.

(Goldilocks, hidden, says to audience: "Yes, I did," after both Mama and Baby Bear reply.)

b. Papa Bear: (Speaking angrily, accusingly)

You smashed my chair, didn't you?
ate my bread,
wrinkled my bed,
stretched my slippers,

Mama Bear: No, I didn't.

Baby Bear: No, I didn't.

(Goldilocks does same thing as in (a).)

c. Papa Bear: Then, who did?

Goldilocks: I did. You won't punish me, will you?

Mama Bear: You won't punish her, will you?

Baby Bear: You won't punish her, will you?

(Goldilocks, Mama and Baby speak pleadingly.)

Papa Bear: Well ... Goldilocks, you won't do it again, will you?

Goldilocks: No, I won't.

Papa Bear: Then I won't punish you.

LESSON XIIIa - Grade 1

TARGETS:
1. Complex sentences
2. Irregular plural: men, equipment

NOTES:
1. Substitute names of children.
2. One child tells something about a man. Second child uses the same sentence but tells about more than one man:
   A: I saw a man run into the store.
   B: I saw two men run into the store.
3. Teacher can give cues and children are asked to tell what happens:
   CUES: When the alarm rings . . .
   When the school bell rings . . .
   When I go home from school . . .
   When there's a fire drill . . .
   When summer comes . . .
   (Ask children to use complete sentences.)
4. "Equipment" is not a high frequency word in the first grade but has been used here since it is appropriate for the dialogue. Too much time need not be spent on the word.
5. Each child tells what he would do "...if he had a hundred dollars." Children are to use the clause in their sentence: "If I had a hundred dollars I would . . . "
6. For extra material refer to Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962:
   a. "There's a Big Fat Turkey", p. 56.
   b. "The Zigzag Boy and Girl", p. 87.

DIALOGUE:

Firemen

Fire, Fire! A house is burning.

A man rings the fire alarm.

Did you know that firemen are always ready for fires? When the alarm rings, they jump on their trucks. They sometimes put on their coats and hats as they ride along.

A: People should help firemen get to a fire fast.
B: How can they do that?
A: They should get out of the way when they hear the sirens.
B: How do firemen get to their trucks so quickly?
A: There are always some firemen at the station.
B: Oh. Do they take turns working?

A: Yes, they do. The men take care of their trucks and equipment when they aren't at a fire.

EXERCISES:

1. I'm going to the zoo when I go to Honolulu.
to the beach
to visit my aunt
to play with my cousins

2. When my baby brother's not sleeping, he's eating.
sister's fighting, she's crying.
grumbling, yelling.
pushing, pulling.

3. I'll give you a lollipop if you'll lend me your bike.
football.
model plane.
crayons.
you won't tell the teacher.
J. P. O.
principal.

4. T: C:
Why did you cry? I cried because he teased me.
(Repeat) pinched me.
lost my pencil.
pulled my ear.

5. I found the quarter you lost yesterday.
sweater
paste bottle
puzzle

6. He was tired when he came home.
hungry
thirsty
happy

7. I can't remember where I lost the coin.
when dropped purse.
found watch.
heard song.
saw firemen.

8. That's the same dog (that)* we saw yesterday.
pony
wagon
truck

(* Optional)

9.	The little boy saw the	toy	he wanted.
		pet	
		game	
		puzzle	
		book	

10.	A:		B:	
	A man is	swimming.	Two men are	swimming.
		fishing.		fishing.
		washing cars.		washing cars.
		picking opihis.		picking opihis.

11.	Two men were	riding	while one man was	driving.
		working		resting.
		eating		sleeping.
		fishing		watching.
		listening		talking.

12.	A:		B:	
	My friend is a	fisherman.	My friends are	fishermen, too.
		fireman.		firemen,
		mailman.		mailmen,
		policeman.		policemen,

13a.	Many	workmen	are busy.	They're	building a house.
		fishermen			catching crabs.
		mailmen			delivering letters.
		firemen			going to a fire.
		policemen			catching a thief.

13b.	Let's ask the	fireman/firemen	what	he's/they're doing.
		fisherman/fishermen		
		mailman/mailmen		
		policeman/policemen		

14.	A:	How much	camping	equipment do we need?	
			firefighting		
			fishing		
			baseball		
			football		
	B:	We need	a lot of	camping	equipment.
			lots of	firefighting	
			all kinds of	(etc.)	

15.	A useful piece of	camping	equipment is a	tent.
				sleeping bag.
				gas lantern.
		firefighting		ladder.
				fire hose.
				hatchet.

A useful piece of fishing equipment is a fishing pole.
spear gun.
fishing bag.
baseball baseball.
baseball bat.
catcher's mitt.

* * * * * * *

LESSON XIIIb - Grade 1

TARGETS:
1. Mass noun: fun
2. Irregular past: took, made, got
3. Preposition: into
4. Strengthening the use of the expletive "there"

NOTES:
1. Substitute names of children.
2. Have a pillowcase or box with all kinds of objects in it. Each child gets a chance to take something out of the box. Child holds up item and tells what he got. Another child tells what the first child took from the box:
John: I got an airplane.
Dave: John took an airplane from the box.

3a. Each child tells what he made for:
Mother's Day Thanksgiving
Christmas Halloween
A: I made a paper turkey for Thanksgiving.

3b. "When I was in kindergarten I made a __________."

4. Each child tells what he got for his birthday, or for Christmas:
A: I got a new bike for my birthday.

5. Play "Doggie, Doggie, Who Has My Bone?":
Teacher chooses a child to be the dog. Dog sits with back to class, in the front of the room, eraser (bone) behind him. Teacher points to another child who tiptoes to steal the bone. When "thief" returns to his seat, class says:
"Doggie, doggie, someone took your bone."
Dog faces class, has three guesses. Asks three people:
"Did you take my bone?" Answers will be:
"Yes, I did. /No, I didn't."
If guesses are wrong, Dog can ask: "Who took my bone?"
Thief answers: "I took your bone."
The person with the bone is the next Dog.

6. The teacher can ask each child: "Did someone ever make something for you? Tell us about it."
   C: My father made me a kite.

DIALOGUE:

At the Airport

It's always fun to go to the airport. There are many planes flying in and out of the Hilo Airport.

A: I went to the airport late last night to meet the United Airlines jet.

B: Was that the one that came from the mainland?

A: Yes, it was. My aunt came from California to visit us. I took leis that I made to give her. She got many leis from us. There were many tourists at the airport. I gave my extra leis to some tourists. They also got leis from the tour drivers.

B: Did you go into the airplane?

A: No, I didn't.

B: My cousin is a stewardess. She took me into a jet once. The pilot showed me all the instruments/things that were in the plane. I had a lot of fun looking around. I even got into the pilot's seat.

A: You were lucky. If we can save our money, my father's going to take us to the mainland.

B: Maybe when you go, the pilot will invite you to look around inside.

A: I hope so.

EXTRA MATERIAL:

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow--
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

One morning very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

(Stevenson, Robert Louis. A Child's Garden of Verses.
New York: The World Publishing Company, 1946.)

EXERCISES:

1. It's a lot of fun to jump.
fun to hop.
to skip.
to tumble.
to ride the merry-go-round.

2. A: Did you have much fun at the parade?
circus?
fair?
B: Yes, we did. We had a lot of fun.

3.

A:	B:
Is it fun to ride a pony?	Yes, it is. It's a lot of fun.
chase butterflies?	
catch grasshoppers?	
make mudpies?	
pound nails?	

4. (Change "every day" to "yesterday".)

T:	C:
He takes a bath every day.	He took a bath yesterday.
nap	nap
shower	shower

5. My father took me to the store yesterday.
park
beach
wharf
bakery
airport

6. I took a toy to school.
whistle
balloon
ball
puzzle
comic book

7.

A:	B:
Why are you crying?	Someone took my new sweater.
(Repeat question)	cap.
	raincoat.
	airplane.
	boots.
	purse.

8. (Change "every year" to "last year".)
T: They make jack-o-lanterns every year.
Christmas cards
Halloween masks
Easter bunnies
C: They made jack-o-lanterns last year.
(etc.)

9. (Name) pinched me. He made me cry.
scared She jump.
tripped fall.
kicked angry.
tickled laugh.

10. My teacher made me clean the room.
mother wash the dishes.
father feed the dog.
drink milk.

11. Mother made some cookies yesterday.
bread
biscuits
cupcakes

12. We got a puppy for Christmas.
They kitten
He robot
She
John

13.

T:	C:
What did you get at the store?	I got a pound of butter.
(Repeat the question)	quart of milk.
	bag of sugar.
	head of lettuce.
	carton of soda pop.

14. I got on the bus.
into
out of
under
behind

15. A: How many presents did you get for (Christmas, etc.)?
toys
dolls
hula hoops
comic books
B: I got _____ presents.
(etc.)

16. There's a boy waiting at the door.
man across the street.
woman behind the car.
girl on the corner.
17. There are some people over there.
girls
boys
children
18. There are some birds sitting on the fence.
is a mongoose on the road.
some baby kittens in the box.
an umbrella in the closet.
a cake on the table.
19. There were some moths on our window last night.
mosquitoes
bugs
lizards
20. There was a dog fight behind our house yesterday.
cat meowing
fire
mynah bird
21. There was a bright moon last night.
were many noisy planes
a dog barking
a thunderstorm
22. He climbed into the car.
jumped
got
crept
ran
23. Ouch! I bumped into the door.
chair.
table.
rubbish can.

SEQUENCE OF LESSONS FOR GRADE TWO

Lesson Number
and Name Page

Ia. 435
Part 1 - A New Student
Part 2 - A Brownie and a Scout

Ib. 437
A New Game

IIa. 439
Part 1 - Good Health
Part 2 - A Policeman

IIb. 441
Part 1 - A Good Book
Part 2 - A Book and a Truck

IIc. 444
Part 1 - The Fireman
Part 2 - A Birthday

IId. 446
A Nurse

IIIa. 448
At School

IIIb. 450
Part 1 - A Pet Show
Part 2 - The Junior Police Officer

IIIc. 452
Part 1 - Going Swimming
Part 2 - Going to Honolulu

Lesson Number
and Name

Page

IVa. 455
The Sun

IVb. 457
A Fire Drill

IVc. 460
Part 1 - The Columbus Story
Part 2 - A Good Story
Part 3 - Good Table Manners

Va. 464
Part 1 - Television
Part 2 - Pets at School

Vb. 466
Part 1 - A Community Helper
Part 2 - The Doctor

VIa. 470
Swimming

VIb. 472
Learning in School

VIc. 475
Birthday Plans

VId. 477
A Field Trip

VIe. 479
Safe Places for Playing

VIf. 481
A Helper at School

Lesson Number and Name	Page
VIg. Going to Bed	483
VIh. Swimming Safety	486
VIIa. Part 1 - Running an Errand Part 2 - The Supermarket	490
VIIb. The Telephone Lineman	493
VIIc. Some Important Workers	497
VIId. The Farmer	500
VIIe. Timothy Tree	504
VIIIa. Growing Up	508
VIIIb. Arithmetic	512
IXa. Electricity	515
IXb. Useful Plants and Animals	519
Xa. Some Animals Do and Some Don't	523

Lesson Number
and Name Page

Xb. 530
Making Puppets

XIa. 533
Visitors to Hilo

XIb. 536
Buying Food

XIIa. 541
Water in the Air

XIIIa. 546
Safety at Home

XIIIb. 551
An African Tale

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Ia	Determiners Nominative pronouns Linking verbs Lexical item	a/an I, you, he, she, we, they am, is, are(contracted) have	She's an awfully nice teacher. I have a special friend there. They're very nice.
Ib	Determiner Nominative pronoun Lexical item	the it like	I choose the silver car. It's a snazzy car. I like this game.
IIa	Interrogative linking Negative declarative linking Objective pronoun	 me	Are you strong and healthy? My father's not that tall. Feel me.
IIb	Noun substitute Prepositions Affirmative and negative predicate substitutes Lexical item	mine in, of, at, from ask	It's mine. An elephant and a boy are in the story. The boy's the trainer of the elephant. Are Mary and Jane at the Bookmobile? Yes, they are. Is that from the Bookmobile? Go out and ask Ira.
IIc	Objective pronouns Prepositions Noun substitute	it, him, us on, out of, for a lot	Yes, a fireman is on it. They help us get out of a burning house safely. They help me a lot, too.
IId	Objective pronouns Prepositions	her, them with, over	I like her. I see ______ over there.

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IId			Who's the lady with him? Sometimes I get an injection from them.
IIIa	Declarative present progressive		Another helper is slicing a tomato. The custodian's carrying a wastebasket to the incinerator.
	Preposition	to	
	Noun determiner	another	
IIIb	Interrogative present progressive		Are you training your dog to do anything, Philip? They're not enjoying it. We want to have a good pet show.
	Negative declarative present progressive		
	Infinitive		
	Lexical item	want to	
IIIc	Negative interrogative present progressive		Aren't you going to the beach with us? I'm planning to meet you later. She's staying at home with my mother.
	Objective pronoun	you	
	Lexical item	stay	
	Strengthening the use of predicate substitutes		
IVa	Noun plurals	/-z, -s, -əz/ endings	They're questions about the sun. The plants on our earth need the sun. The sun's a great ball of burning gases. I read about it in my book at home. Please tell me.
	Preposition	about	
	Irregular past	read	
	Lexical item	tell	

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IVb	Interrogative "did"		Did you have a fire drill yesterday?
	Predicate substitute "did-didn't"		Yes, we did. No, it didn't.
	Declarative "did"(negative)		We didn't have to go back after the drill.
	Irregular past	rang	The alarm rang before recess.
	Prepositions	before, after	We remembered all the rules.
	Regular past	/-d/ ending	
IVc	Past tense	/- d, -t/ endings	We celebrated his birthday last month.
	Irregular past	told, was, were, became	And he listened to sailors.
	Preposition	off	The teacher told us about him.
			Christopher Columbus was the son of a weaver.
			They were good storytellers.
			He became a sailor.
			Keep your elbows off the table.
Va	Interrogative "do-does"		Do you watch TV often?
	Negative declarative "don't-doesn't"		I don't have any favorites. Yes, I do.
	Predicate substitute "do-does"		No, I don't.
	Noun determiner	any	
Vb	Third person singular present tense	/-s, -z, - z/ endings	He watches boys and girls and keeps us safe.
	Noun determiner	a lot of	He knows the laws.

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Vb	Preposition Irregular third person singular verb	like has	It has a lot of things about the policeman. He's like the fireman.
VIa	Modals: a. Can - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute b. May - interrogative (to ask permission), predicate substitute Irregular past	made	Can I take my fishing pole? You can ask him. I can't swim. Yes, you can. No, I can't. May Dick go to the beach with us? Yes, he may. Our mothers made our lunches for us.
VIb	Modals: a. Would - interrogative, predicate substitute, affirmative and negative declarative ("not" contracted) b. Could - interrogative, predicate substitute, affirmative and negative declarative ("not" contracted)		Would they learn about rockets and space ships? Yes, they would. No, I wouldn't. And they would learn about plants and animals. That wouldn't be too interesting. Could boys and girls have a good time in school? Yes, they could. They could learn many new things. They couldn't live without plants and animals.

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIb	Noun determiner	many	We eat them and use them to make our clothes.
	Preposition	without	
	Irregular plural	clothes	
VIc	Modal: Will - affirmative and negative declarative("not" contracted), predicate substitute		My birthday will be here soon. I won't invite too many children. Yes, I will. No, she won't.
	Irregular plural	children	
VId	Modals: a. May/Might - (to express possibility) affirmative declarative, predicate substitute b. Ought to - affirmative declarative		We might go on a field trip next week. We may also. We ought to know soon.
	Lexical item	also	
VIe	Modals: a. Should - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute b. May - (to express		Should we play in the schoolyard? Children should be careful. They shouldn't play in dangerous places. Yes, you should. No, we shouldn't. Drivers may not see you.

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIe	possibility) negative declarative		
VIf	Possessive pronoun Irregular plural	their teeth	She talked to them and checked their teeth.
VIg	Modals: a. Must - interrogative, predicate substitute, affirmative and negative declarative b. Shall - interrogative with the first person pronoun		Must I? Yes, you must. No, I mustn't. Well, you must go to sleep now. You mustn't be late for school. Shall I help you find a plate?
VIh	Negative imperative Noun substitute Reflexive pronoun Prepositions Objective pronoun	 one yourself into, by them (referring to inanimate objects)	Don't show off. I can think of one. Don't go swimming by yourself. Don't go too far into the ocean. Remember them. (rules)
VIIa	Mass nouns Noun determiners Irregular plural	meat, milk, bread, food, cereal, rice, syrup, lettuce, ice cream, poi much, those, these, a few loaves	I need a pound of stew meat and a quart of milk. He can't order too many loaves of bread. How much food does he order every day? He orders many boxes of cereal, many bags of rice and a few

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIa			bottles of syrup. I want to try these new colored ice cream cones.
VIIb	Noun possessive Irregular plural Negative interrogative linking verb Irregular past	/-z/ ending people rode, saw	Kihei wanted to borrow Victor's baseball bat. People should be careful about that Isn't anyone at home? Later he rode over to Victor's house. He saw a lineman there.
VIIc	Noun possessive Mass noun Irregular plural	/-s, -əz/ endings lumber men	Is Lynette's father a carpenter? My friend Bruce's father is an electrician. How much lumber does he need to build a house? These men all work together to make shelters for people.
VIId	Irregular past Mass nouns	cut, came, sold, sent, got land, fertilizer, water, lunch	She cut and cooked them for our lunch yesterday. They came from a farm. And the store sold them to Mrs. Cook for our lunch. Then he sent them to the store. Mrs. Cook got a lot of fresh vegetables yesterday. Water and fertilizer helped the

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIId			plants grow. He cleared and plowed the land with a tractor first.
VIIe	Mass noun Preposition Irregular past Reflexive pronoun Strengthening the use of modals	sky under grew myself	I can't see the sky by myself. He was always under them. He grew tall and straight.
VIIIa	Comparative-superlative suffixes Irregular plural Irregular comparative-superlative Noun determiner Preposition	-er, -est feet better, best whose among	My feet are bigger than yours. But Kihei's the tallest boy in our class. Victor's the best reader among the boys. Is he a better player than Reynard? Whose foot is longer?
VIIIb	Preposition Mass nouns Strengthening the use of the comparative-superlative suffixes "-er, -est" Strengthening the use of the determiner "another"	during paper, arithmetic	We learn a lot during the arithmetic period. I have three pieces of paper here. Arithmetic is useful.
IXa	Comparative-superlative with "more-most"		Is a color TV set more expensive than a black and white one?

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IXa	Mass nouns Lexical item Irregular past Noun determiner Irregular plural	wind, electricity, work either had kind of leaves	It's the most expensive kind of TV set. We can't see the wind. No one can see electricity either. It helps make work easier for people. It rustles the leaves of a tree. They had to work hard.
IXb	Irregular plural Mass nouns Strengthening the use of the comparative-superlative with "more-most"	sheep oxygen, wool, shelter	Sheep are important animals. All plants give us oxygen. A sheep's wool keeps us warm. They give us food, clothes, and shelter.
Xa	Past progressive Expletive Irregular past Mass nouns Preposition	 it swam, left, heard, went noise, honey around	It was a beautiful day. He swam and splashed. So the little bear left the duck's pond. He climbed the tree and was eating the honey. Then he went on eating. He made a lot of noise. First the little bear listened to the sounds around him.
Xb	Irregular plural Mass nouns	scissors fun, paste	My scissors weren't sharp enough. That sounds like fun.

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Xb	Strengthening the use of the past progressive		They were using scissors, paste, colors, and paper bags.
XIa	Expletive Preposition Noun determiner	there near lots of	Are there lots of people on the jet every night? There are lots of hotels near there.
XIb	Noun substitutes Noun determiners Irregular past	any, most kinds of, several ate	And there aren't any oranges left. We buy most of our food at the supermarket. There are many different kinds of food to eat. It comes from several different places. We ate all the lettuce and oranges at lunch.
XIIa	Tag questions Noun substitute Mass noun	 much air	It rained hard last night, didn't it? Much of the water in the air comes from the ocean.
XIIIa	Complex sentences Irregular past Mass noun Reflexive pronoun	 fell, drank, thought, found kerosene himself	He thought it might be good, but it wasn't. He fell down but he didn't hurt himself. What was it that he drank? We had to take him to the doctor when we found out. It was kerosene.

Grade Two

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
XIIIb	Mass nouns Preposition Strengthening the use of complex sentences Strengthening the use of the expletive "there"	grass, hair through	That's why the spider is bald and likes to walk through grass. Now there's no hair on his head.

LESSON Ia - Grade 2

TARGETS:
1. Determiners: a/an
2. Nominative pronouns: I, you, he, she, we they
3. Linking verbs: am, is, are (contracted)
4. Lexical item: have

NOTES:
1. Substitute names of children.
2. Use names of children in exercises as substitutes for pronouns.
3. Each child can introduce self. Give name and age: "My name is _______. I'm seven."
4. Children can be asked to make believe. Choose a character for self and another child. Tell what self is and what the other child is: "I'm a goat. He's a monkey." Story characters can also be used.
5. One child tells about the other child or how another child or several children feel after these children pantomime: "You're old." "They're tired."
6. Hold out articles and ask a child to say: "You have a/an _______." Children can also hold articles and say: "I have a/an ________."
7. Teacher can use her judgment as to when to contract and when not to because of the beginning sound of the word following, or because of the length of the noun with which contraction is being formed.

DIALOGUE:

Part 1 - A New Student

A: Hello. I'm a new student here. My name's ______. I'm a second grader.

B: Hi, (Name). I'm (Name). I'm a third grader. Come and meet my brother. He's a second grader. His friend's a second grader, too. They're very nice.

A: I'm glad. I miss my old school. I have a special friend there.

B: You're welcome here. We're all very friendly. Your teacher's (Name). She's an awfully nice teacher.

Part 2 - A Brownie and a Scout

Kawehi: Hi, Iwalani. Wait. This is Alice. She's my new neighbor. Alice, this is Iwalani.

Alice: Hello, Iwalani.

Iwalani: Hello, Alice. You have a pretty pin.

Alice: Thank you. This is a Brownie pin. I'm a Brownie.

Iwalani: You're lucky. Kawehi's a Brownie and my sister's a Brownie, too. They have a good time.

Alice: I'm glad.

Kawehi: We're always busy. We have a meeting every week. We learn something new each time.

Alice: My brother's a Boy Scout. He's a fifth grader. His friend is a Scout, too. They learn a safety rule every week. They're very careful.

EXERCISES:

1.	I'm	sad.
	He's	nice.
	She's	friendly.
	They're	unhappy.
	We're	happy.
	You're	nice.
	I'm	late.
	(etc.)	early.
		sick.
		healthy.
		careless.

2.	I'm	a	Cub Scout.
	You're		catcher.
			fisherman.
	She's	a	dancer.
	You're		second grader.
			Brownie.
			big sister.
	He's	a	policeman.
	You're		fireman.
			big boy.
			J. P. O.
3.	I'm	an	old man.
	You're		ugly monster.
	(etc.)		elephant.
			alligator.
			owl.
			octopus.
			old woman.

4.	I	have a new	teacher.
	We		pet.
	(etc.)		game.
			student.
			building.

LESSON Ib - Grade 2

TARGETS:
1. Determiner: the
2. Nominative pronoun: it
3. Lexical item: like

NOTES:
1. Substitute names of children.
2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel or a consonant, be sure to group the items chosen into those words that begin with the vowel and those that begin with a consonant. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowels and with consonants.

   Examples:

/ði/:	the apple	the elephant	the orange
/ðə/:	the green apple	the monkey	the bird

3. Hold up an object or a picture of an object. A child tells what he sees and describes it, using the pronoun:
   "I see a ball. It's red."
   Also ask the child to use a noun to describe it:
   "The ball's red."
4. Children tell about a pet or toy they have and describe it.
5. Grab Bag: Have a pillowcase filled with objects. Child puts hand in, pulls out object and says: "It's a ball, etc."
6. Teacher can hold up pictures of the same thing in different colors. Each child tells which he likes:
   "I like the red kite." Real objects may be used.

DIALOGUE:

A New Game
(Telephone conversation):

A: Hi, (Name). This is (Name). Come on over. I have a new game.

B: Wait awhile. My mother's out. I'm the baby sitter right now.

(LATER)

B: Hi, I'm here.

A: Come in. This is my new game. It's a racing game. We choose a car and we have a race.

B: I choose the silver car. It's a snazzy car. It's a Cougar.

A: I pick the red car. It's a Mustang. It's a beautiful car. You pick a card first. Then you move.

B: I like this game. It's an exciting game.

EXERCISES:

1.	I have a	dog.	It's a	good	pet.	I like my pet.
		cat.		smart		" "
		bird.		friendly		" "
		duck.		noisy		" "
		turtle.				

2.	My new car's red.	It's a	fancy	car.	I like my new car.
			speedy		" "
			tough		" "
			racing		" "

3.	The new boy's	friendly.
	The new girl's	
	The teacher's	
	The principal's	
	She's	
	He's	

4.	We feed the sick	bird	every day.
		cat	
		dog	
		horse	
		animal	

5.	It's	a box.	It's	an old box.
		a big orange.		an orange.
		a red apple.		an apple.
		a big elephant.		an elephant.
		a mess.		an awful mess.

6.	I	like the	merry-go-round.
	We		slide.
	They		story.
			poem.

7.	I like your	sister.	She's very	kind.
		brother.	He's	helpful.
				polite.
				friendly.

LESSON IIa - Grade 2

TARGETS:
1. Interrogative linking
2. Negative declarative linking
3. Objective pronoun: me

NOTES:
1. Substitute names of children.
2. Children pantomime, then guess what each person is. Give full answers:
   A: Are you a tiger?
   B: No, I'm not a tiger. /Yes, I'm a tiger.
3. Pair off and one child pantomimes. Third child asks partner: "Is he/she a tiger?" Partner gives long answers: "No, he's/she's not a tiger," or "Yes, she's/he's a tiger."
4. Teacher names an object. A child asks another child to "give" or "pass" her the object:
   T: ...ball
   C: Please give me the ball.

DIALOGUE:

Part 1 - Good Health*

(* Mass noun, but not introduced as a target here.)

A: Are you strong and healthy?

B: Yes. We're strong and healthy. We exercise every day and we eat a good breakfast.

A: I'm strong and healthy, too. I work hard every day and I play very hard. Feel me. I'm very tough.

B: Is Daniel strong and healthy, too? He's a good eater. Kawehi's not a good eater. Is she strong?

A: She's not too strong. She's a girl.

B: Charlee Ann and Bruce play and work hard. They eat a good breakfast every day. They're strong and healthy.

A: A poor eater's not too healthy or strong.

Part 2 - A Policeman

A: Is that tall man your father?

B: Oh, no. My father's not that tall.

A: Who's that man then?

B: He's my neighbor. He's a policeman.

A: Where are his gun and uniform?

B: Today's his day off.

A: Is he a detective?

B: No, he's not a detective. But my uncle is a detective. My cousin's a motorcycle policeman.

A: Are they friendly?

B: Yes. They help me often. A policeman is very helpful.

A: Yes, I know. A policeman's our friend. He's not an enemy.

EXERCISES:

1. Are
you
they
we
(Names)
strong?
happy?
ready?
tired?
healthy?
big?
tall?
hungry?
sleepy?

2.

A:		B:	
Are (Name) and (Name)	ready?	No, they're not	ready.
	through?		through.
	friendly?		friendly.
	helpful?		helpful.
	smart?		smart.

3. Is
it
he
she
(Name)
short?
fat?
red?
skinny?

4. You're
They're
We're
not
(Names) are not
happy.
hungry.
tired.
through.
ready.

5. He's
She's
(Name's)
not
a policeman.
a teacher.
a fireman.
a ball player.
a wrestler.
an old man.

6. I'm not
a bad girl.
ready yet.
sleepy.
tired.
through.
sick.
a bad boy.

7. Watch me catch the ball.
the cat.
Mary.
the butterfly.
the fish.
Please bring me a book.
chair.
ruler.
pencil.
an apple.
eraser.
umbrella.

* * * * * * *

LESSON IIb - Grade 2

TARGETS:
1. Noun substitute: mine
2. Prepositions: in, of, at, from
3. Affirmative and negative predicate substitutes
4. Lexical item: ask

NOTES:
1. Substitute names of children.
2. Children tell what things in the room are theirs.
3a. Children describe different books. Teacher gives example: "It's a story of ____________."
3b. Have children say what they're "afraid, scared, proud, ashamed, tired of".
4. Have a cup, a box, a can, and three small toys to fit into these containers. One child places objects in containers without the other children seeing which object goes into which container. Then child asks:
A: Where is the ball?
B: Is it in the box?
A: Yes, it is. /No, it isn't.
He chooses three children to make guesses. If the guesses are wrong, he gives the right answers: "The ball's in the cup, etc." Next, another child is chosen to place the objects in the containers.
5. Each child tells where someone else is for situations where the use of the preposition "at" is appropriate.

DIALOGUE:

Part 1 - A Good Book

A: Are Mary and Jane at the Bookmobile?

B: Yes, they are. Is that book from the Bookmobile?

A: No. It's mine. It's a new book.

B: Is it a funny book?

A: No. It isn't a funny book. It's an interesting book. An elephant and a boy are in the story.

B: Is it a story of a real boy and an elephant?

A: Yes, it is. The boy's the trainer of the elephant.

B: Is the elephant in a zoo or a circus?

A: No, it isn't. The elephant and the boy live in a far-away country. They work in a forest. I like this story.

B: I have a funny storybook. It's a story of a monkey and its owner. They aren't real. Please let me read your book later.

A: All right.

Part 2 - A Book and a Truck

A: Where's Ira? Is he at home?

B: Yes, he is. His cousin from Kona's here. They're in the garage.

A: They sound busy. Are they busy?

B: No, they're not. They're noisy but they aren't busy.

A: Are my book and dump truck here?

B: No. Go out and ask Ira. This truck's mine and that's an arithmetic book.

A: Mine is a red truck. In the book is a story of Abraham Lincoln.

B: I know the book. It's in his room.

A: Please get me my book.

EXERCISES:

1.

	A:		B:
Are	John and Jane they	here?	Yes, they are. No, they're not.

2.

	A:					B:			
Is	he	happy?	Yes,	he	is. /No,	he's	not. /No,	he	isn't.
	she	funny?		she		she's		she	
	it	sad?		it		it's		it	
		bad?							

3.

The	green umbrella red sweater new pencil spelling book	is mine.

(Change to negative: "The green umbrella isn't mine.")

4. My dog's in the house.
doll's
toy's
book's

5. It's a story of a boy.
a monkey.
a water buffalo.
an owl.
an elephant.
a little girl.
an Eskimo boy.

6. He's from the country.
She's in Kona.
They're Honolulu.
the mainland.
Kauai.

7. My mother's at the store.
She's/He's at the park.
My brother's at the beach.
My sister's at the fair.
My father's

8. My kite and ball aren't here.
cat and dog at home.
brother and sister in the house.
father and mother

9. Please give me a ride.
toy.
fork.
pencil.

10. (Change #3 to #7 to negative in two ways):
"The green umbrella's not mine."
"The green umbrella isn't mine."

11. I'm afraid of the wild dog.
scared of the J. P. O.
the big bully.
proud of my sister.
my brother.
my painting.
my new bike.
ashamed of my black eye.
my dirty desk.
tired of running.
sitting.
your grumbling.
whining.

12. Ask me a question.
the teacher
your father
someone
your friend

* * * * * * *

LESSON IIc - Grade 2

TARGETS:
1. Objective pronouns: it, him, us
2. Prepositions: on, out of, for
3. Noun substitute: a lot

NOTES:
1. Substitute names of children.
2. Let each child ask another child to do something for a boy, pet, or class: "Please pick it up for him."
3. Let children tell about someone or something that they like very much: "I like Carolyn a lot."
4. Have a paper hat. Call it a "Magic Hat." Each child can take turns using the following pattern: "I have a magic hat. I have a ball in it. I take it out of my magic hat." (He pretends to pull something out.)
5. Game: Leader gives directions. Children obey only when he gives the complete sentence. If only the prepositional phrase is used, they do not make a move: "Jack's in the box." "In the box." "Jack's out of the box." "Out of the box."
6. Have very simple line drawings showing objects in different positions in relation to other objects. Examples: Apple in the box, on the box, etc. Ask children questions to elicit the right responses: "Where's the apple?"
7. Child makes believe he is Santa Claus. He has a bag of toys. Goes around passing out the objects and saying who gets each: "This is for Ann. This ball is for Bill," etc.

DIALOGUE:

Part 1 - The Fireman
A: Look at the fire engine on the street. It's big and red.
B: Yes, a fireman is on it.
A: I know him. He's my friend.
B: My friend's a fireman. He's on the truck, too.
A: Oh. Is he the driver?
B: Yes, that's him.

A: Your friend and my friend are very brave. They have a dangerous job. They work hard.

B: Yes. They help us get out of a burning house safely. They hold a fire drill at school every month.

A: They help me a lot, too. A fireman's a good helper.

Part 2 - A Birthday

A: Where's everybody?

B: Father isn't at home yet and your brother's in the yard. Go outside and help him.

A: I see a present on the kitchen table. Is it for me?

B: Yes, it is. Happy Birthday. It's from all of us. Open it later.

A: Okay. I'm so happy. I want a new baseball glove. Is the present a glove?

B: Never mind. Please take the dog out of his pen and feed him. I'm busy right now.

A: All right. I like him a lot. He's a smart dog.

EXERCISES:

1. Please wait for him.
us.
it.

2. Put this book on the table for him.
box us.
basket me.
present
bottle

3. This present is for him. It's from us.
cake us. him.
pie
game
Please put it away.
keep in a safe place.

4. Get the present out of the box for him.
Take car
package
closet
cupboard

5. I swim a lot every day.
We read
write
run/play
eat
sleep

6. I have a book for him.
ball us.
new game
fancy toy

7.

A:	B:
Is this book for (Name^1)? airplane (etc.)	No, it isn't. It's for (Name^2). The airplane's for (Name^1).

8. Ask him for us.
the man me.
the teacher
your father

* * * * * * *

LESSON IId - Grade 2

TARGETS:
1. Objective pronouns: her, them
2. Prepositions: with, over

NOTES:
1. Substitute names.
2. Let each child ask another child to do something for a girl or for the class. "Please give her/them the ball."
3. Play a game. One child describes something in the room (something to play with, or an item of clothing), and tells where it is or what it's used for, using prepositions "with, over, on, out of, for, in, of, at, from".
4. Ask each child to tell who he comes to school with every day: "I come with my sister."
5. Have a large paper circle on the floor. One child gives the directions to another child: "Jump over the circle." "Jump on the circle." "Jump with Ann over the circle."

DIALOGUE:

A Nurse

A: Hi, (Name). I see (Name) over there. Who's the lady with him?
B: That's his mother. She's very friendly. I like her. She's a nurse.
A: Oh? My mother's a nurse and her friend's a nurse, too. They work at the hospital. They're very busy. Sometimes they work at night.
B: Yes, I know. They help the doctor a lot.
A: You're right. They get us ready for the doctor.
B: Sometimes I get an injection from them.

A: They're nice. They give me a lollipop afterwards.

EXERCISES:

1. Please find her for me.
them us.
him

2. They give her a ride every day.
him
us

3. I walk with her every day.
play them
work

4. (Name) isn't with them. /me.
her. /him.
us.

5.

A:	B:
Is he/she over there?	Yes, he/she is. /No, he/she isn't.
Are Mary and Jane over here?	Yes, they are.
they	No, they aren't.

6. Jump over the stick.
Hop rock.
log.
bug.

7. We put a blanket over the cage.
chair.
window.

8. We play with her every day.
the puppy
the ball

9.

A:	B:
Is your mother with you?	Yes, he/she is.
the baby	No, he/she isn't.
Mary	
your aunt	
Are your mother and father with you?	Yes, they are.
Jim and Dick	No, they aren't.
they	

LESSON IIIa - Grade 2

TARGETS:
1. Declarative present progressive
2. Preposition: to
3. Noun determiner: another

NOTES:
1. Use pictures of school helpers.
2. Variation: Dialogue, using paper puppets.
   T: I'm a teacher. I'm preparing an arithmetic lesson.
   C: She's/He's a teacher. She's/He's preparing an arithmetic lesson.
3. Children tell what their parents or friends are doing at the moment.
4. Use action pictures. Children tell what's happening in the pictures.
5. Use live fish in aquarium, insects in jars, etc., and have children describe what it's/they're doing; i.e., describe action using present progressive.
6. Each child tells about one place he goes to during the summer or the weekend: "I go to the beach."
7. Give a picture of an object or an actual object to a child. Child then says that he needs another of the same thing for his friend: "I need another top for Tom."

DIALOGUE:

At School

The school's a busy place.
Everyone's doing a job.
Our teacher's preparing an arithmetic lesson.
The secretary's writing a letter.
The custodian's carrying a wastebasket to the incinerator.
The cafeteria manager is peeling a carrot. A helper is stirring something in a pot. Another helper is slicing a tomato.
The principal and a pupil are talking. The principal's explaining a school rule.
A Junior Police Officer is taking a traffic sign out.
Everyone's getting ready. We're ready for school.

EXERCISES:

1. This is an arithmetic book.
   art lesson.
   orange crayon.
   easy problem.

This is a science book.
good picture.
black crayon.
hard problem.

2. He's/is slicing a banana.
She's/is watermelon.
Mary's/is carrot.
John's/is an eggplant.
onion.

3. They're talking to a policeman.
explaining the principal.
whispering a teacher.
the secretary.
a stranger.
the new boy. /girl.

4. Mary and John are giving another apple to my sister.
He's helping my brother.
She's toy
They're pencil

5. I need another pencil.
partner.
color.
book.
fork.

6. It's looking out of the window.
cage.
door.
box.
pen.

7. I'm looking for another pet.
pencil.
crayon.
ball.
kite.

8. I'm going to the store. Come with me.
We're beach. us.
park.
supermarket.
office.
cafeteria.

LESSON IIIb - Grade 2

TARGETS:
1. Interrogative present progressive
2. Negative declarative present progressive
3. Infinitive
4. Lexical item: want to

NOTES:
1. Children ask each other questions about what a parent or sibling is doing at the moment: "Is your mother cooking?" Second child gives the full answer.
2. Each child tells what he is not doing at the moment.
3. Children tell what they want or are going to do the next day or weekend: "I want to play at the beach."
4. In Part 2, "Junior Police Officer" may be deleted if children understand what the letters "J. P. O." stand for. Reason for insertion: mispronouncing of letter "J".
5. Use questions pertaining to the dialogue to vary practice. Examples: "What are the cat and puppy learning?" "Who's learning to talk?" This also helps children master sentences that they may be having difficulty with.
6. Use pairs of snails, ladybugs, pillbugs, etc., to run an obstacle race. Children can take turns being "sportcasters" to announce ongoing activities, using present progressive.
7. "Twenty Questions": One person goes before the class and says, "I'm thinking of something. /someone. What/Who is it?" Class has twenty guesses. Each guesser uses the pattern: "Is it __________?"
8. Teacher asks the question: "What do you want to be when you grow up?" Each child answers: "I want to be ____."

DIALOGUE:

Part 1 - A Pet Show

Daniel, Philip, Kihei, and Ronion are busy. They're planning to have a pet show. Daniel's painting a sign. Philip and Kihei are building a table. Ronion's making a show ring. They're talking and working.

Daniel: I'm teaching my mynah bird to talk. It's not learning very fast. Are you training your dog to do anything, Philip?

Philip: My brother and I are teaching him to sit up. He's funny.

Kihei: My dog's learning to carry a basket.

Ronion: My cat and puppy are learning to ride in a baby buggy. They're not enjoying it. Kihei, is your cat learning to carry the basket very well?

Kihei: No. I have to give her a treat all the time.
Daniel: We want to have a good pet show.

Part 2 - The Junior Police Officer

John and Grace are walking to school. They see a friend. He's wearing a red band and a white helmet.

John: Good morning, Dick. Are you going somewhere?
Dick: Good morning, John. Good morning, Grace. I'm a J. P. O., a Junior Police Officer, this year. I'm not going anywhere. I'm helping at that crosswalk. Are you crossing the street there?
Grace: Yes. We cross there every day. We want to obey every school rule. That boy at the crosswalk is wearing a red band. He's not wearing a helmet. Is he helping you?
Dick: No. He's watching the playground. We're helping in the schoolyard and at the crosswalk. A J. P. O. is a helper at school.
John: My sister's going to be a J. P. O next year.

EXERCISES:

		A:			B:
1.	Is	she	feeding the	horse?	Yes, she's feeding the horse.
		he	washing	cow?	No, he's not washing the cow.
			patting	dog?	(etc.)
			holding	cat?	
				bird?	

2.	I'm	not going	anywhere.	
	He's		to the	store.
	We're			park.
	She's			beach.
	They're			party.

3.	Are	they	riding	to school?
		we	walking	
		you	skipping	
			running	

4.	She	isn't	jumping	on the porch.
	He		running	in the yard.
	It		playing	
			yelling	

5.	Is the farmer	milking the cow?
		cleaning the barn?
		driving his tractor?
		plowing his field?
		wearing a robe?

(Change to negative declarative.)

6a.	They	want to	play ball.
	We		jump.
	I		swim.
			scrub the tub.
			read a book.
			grab the crab.

6b.	I want	her	to work	with us.
		him	to ride	
		them	to watch	
			to sit	

7.	They	aren't	planning to go.
	We		watching a movie.
	You		going to move.
			cooking the crab.
			swimming at the beach.
			singing that song.

(Change to affirmative: "We're planning to go.")

8.	My father's	planning to get	another	horse.
	We're	going to buy		dog.
				chair.
				bicycle.
				car.
				jeep.

* * * * * * *

LESSON IIIc - Grade 2

TARGETS:
1. Negative interrogative present progressive
2. Objective pronoun: you
3. Lexical item: stay
4. Strengthening the use of negative and affirmative predicate substitutes

NOTES:
1. Substitute names.
2. Children ask each other questions about what they're doing or are planning to do. Give short answers: "Yes, I am. /No, I'm not."
3. Each child tells another child what he's going to do for that child: (Use of objective "you".) "I'm going to give you a pencil."
4. Ask each other a question about something that they're not sure will happen - negative interrogative of the present progressive: "Isn't your brother going to Honolulu?"

5. Change exercises 1, 2, 3 to affirmative interrogative:
"Are you/they going to see the clown?"
6. Each child makes believe he's delivering something.
Knocks on the door and announces:
"This is for you. It's from __________."

DIALOGUE:

Part 1 - Going Swimming

A: Good morning, (Name B). You're not ready. Aren't you going to the beach with us? Mrs. _____'s teaching us to swim.
B: Good morning, (A) and (C). Yes, I am. But I have to go to the store first. I'm planning to meet you later.
A: Okay.
B: (C), aren't you taking your sister with you?
C: No, I'm not. She's not feeling well. She's staying at home with my mother.
B: Isn't your mother working today?
C: No, she isn't. Today's her day off.
A: We're going ahead then. Finish your errand quickly.
B: All right. Bye.

Part 2 - Going to Honolulu

A: Isn't your grandmother coming to visit you this year?
B: No, she isn't. I'm going to visit her instead.
A: When are you going?
B: At Christmas. I'm going to ride a jet to Honolulu alone.
A: Aren't your sister and brother going with you?
B: No, they're not. They have to stay at home. They're too little.
A: You're lucky. The jet ride to Honolulu is fast. Are you planning to visit Sea Life Park and the Honolulu Zoo?
B: I hope so. I'm depending on my grandmother to take me.

EXERCISES:

1.

A:					B:
Aren't	you	going	to see	the pig?	Yes, I am. /No, I'm not.
	they		to tease		Yes, we/they are.
	we		to scare		No, we're/they're not.
			to bother		

2.

A:				B:
Isn't	he/she	working	hard?	Yes, he/she is.
		playing		No, he/she isn't.
		studying		

3.

A:		B:
Aren't they going to give you the	flag?	Yes, they are.
	egg?	No, they're not.
	bug?	
	dog?	
	frog?	

4.

A:			B:
Is James	going	with you?	Yes, he is.
	staying		No, he isn't.
	sitting		
	reading		
	playing		
	swimming		

5. I'm not reading today.
He's working
She's swimming
They're playing
You're leaving
We're painting
drawing
(Change to interrogative form, both affirmative and negative:
"Are you reading today?" "Aren't you reading today?")

6. We're going to look for him.
the rug.
her.
them.
the lost dog.
a new game.
(Change to interrogative and another child replies:
"Yes, we are. /No, we're not.")

7. Are you going to stay here?
outside?
in school?
in the room?
at home?

8. Please stay with me. /us.
him. /her.
them.
the baby.
your father.

9. I want you to help me.
to go with me.
to stay with me.
to chase me.
to catch the ball.

LESSON IVa - Grade 2

TARGETS:
1. Noun plurals: /-z, -s, -əz/ endings
2. Preposition: about
3. Irregular past: read
4. Lexical item: tell

NOTES:
1. The pronunciations of the noun plural endings are determined by the following conditions:
   /-əz/ after stems that end in /s z š ž č ǰ/, e.g., glasses, watches;
   /-s/ after stems that end in /p t k f θ/, e.g., hops hits;
   /-z/ after all other stems, viz. those ending in /b d g v đ m n ŋ l r/, vowels, and semivowels, e.g., bids, goes.
2. Show pictures of single objects. Let a child tell what he sees. Then give a number and ask the child to pluralize:
   C: I see a dog.
   T: ...two
   C: I see two dogs.
3. Teacher names an object. Child tells about more than one of that object:
   T: ...kite
   C: I have three kites.
4. Teacher tells what she reads every day. The child changes the sentence to the past tense at the right cue:
   T: I read the newspaper every day.
   ...yesterday/last week
   C: I read the newspaper last week.
5. Each child tells about a book he has read:
   "I read a book about dwarfs."
6. For extra material use "Automobile Mechanics" by Dorothy Baruch. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 4.

DIALOGUE:

The Sun

John's asking his teacher some questions. They're questions about the sun. He's curious.

John: Is the sun our friend? Is it far away? What is the sun? Please tell me. I want to know.

Teacher: Yes, the sun's our friend. It's 93 million miles away. The sun's a great ball of burning gases.

John: Is the sun really burning?

Dick: Sure it is. I read about it in my book at home. It's very far away.

Teacher: You're right. Some planets are very close to the sun. They're very hot.

Dick: And some planets are very far away. They're very cold.

John: Then we're lucky. We're not too close to the sun and we're not too far away.

Teacher: Yes. The plants on our earth need the sun. We need the sun. Animals need the sun.

Dick: Then the sun is shining all the time. Our side of the earth is facing the sun now. The other side of the earth is dark now.

EXERCISES:

1.	I have	an	ugly duck.	Two -- two ugly ducks.
		a	funny hat.	Three
		an	interesting mask.	Four
		a	new jeep.	Some
		an	orange top.	Five

2.	We want	a	big dog.	Two -- two big dogs.
		a	crab.	Some
		an	interesting bug.	Two
		a	brown toad.	Three
		a	boiled egg.	Some
		an	olive.	Four

3.	They see	a	big box.	Two -- two big boxes.
		an	old house.	Three
		a	rose.	Some
		a	bush.	
		a	watch in the window.	

4.	Two	birds	are	hopping	in the park.
		rabbits		playing	
		foxes			
		girls			
		boys			
		lambs			
		Indian chiefs			

5.	We	read a story about two	mongooses	yesterday.
	She		rats	
	He		boys/girls	
	I		dwarfs	
			horses	
			frogs	

6.	Tell	us	the	story	about the	lion cubs.
		me		joke		toothless sharks.
				riddle		hairless dogs.
				secret		lost treasure.

7a.	Ask	her	about the	sun.
	Tell	him		earth.
				planets.

7b.	He's	asking	about the	prizes.
	She's	telling		tests.
	They're	dreaming		pups.
				books.
				grades.

8.	I read a lot about the	sun.
		moon.
		planets.
		porpoises.
		whales.

* * * * * * *

LESSON IVb - Grade 2

TARGETS:
1. Interrogative "did"
2. Predicate substitute "did/didn't"
3. Declarative "did" (negative)
4. Irregular past: rang
5. Prepositions: before, after
6. Regular past: /-d/ ending

NOTES:
1. Substitute names of children.
2. The pronunciations of the regular past tense endings are determined by the following conditions:
   /-əd/ after stems that end in /t d/, e.g., melted -- (not target for this lesson);
   /-t/ after stems that end in /p k č f θ š/, e.g., stopped -- (not target for this lesson);
   /-d/ after stems ending in voiced sounds except /-d/, e.g., climbed, played.
3. Children ask each other questions about what they did. Give short answers:
   A: Did you go to the beach yesterday?
   B: Yes, I did. /No, I didn't.
4. Teacher gives a sentence in the present tense. Child changes to the past:

T: I learn a new song every day.
C: I learned a new song yesterday.
VERBS: pull, call, plow, play, receive, rub, plug,
dodge, slam, beg, prepare, try, fill.

5. Children tell what they do before or after school, etc.
6. Tell what two letters come before or after each other:

T: "d"
C: "b" and "c" come before "d".
"e" and "f" come after "d".
(Reason for two letters: 3rd person singular present tense hasn't been introduced.)

DIALOGUE:

A Fire Drill

A: Did you have a fire drill yesterday?
B: Yes, we did. The alarm rang before recess. The teacher didn't have to remind us about anything. We remembered all the rules.
A: Did the fire drill make you late for recess?
C: No, it didn't. We didn't have to go back in after the drill. We stayed out for recess.
B: Fire drills are a bother.
A: Oh, no, they aren't. A fire drill is important. We learn to get out of a building quickly and quietly.
C: Fire drills protect lives. They help us learn safety rules.
B: I know the rules. Walk quickly and quietly. Walk with your hands down.
A: You're right. The rules help to protect us.

EXERCISES:

1. The teacher rang the bell.
secretary
He
She
We
They

2. He didn't want to listen to the teacher.
to help his mother.
to tell his parents.
his friends.

3a. The woman didn't find her friend.
umbrella.
dog.
sweater. /purse.

3b.	The boys didn't	worry	about the	fight.
		think		game.
		talk		
		argue		

4a.	She	didn't know the	phone number.
	He		address.
			story.
			poem.

4b.	She	didn't know about the	fire drill.
	He		new rules.
	They		accident.
			robbery.

5.		A:		B:
	Did	the secretary	ring the bell?	Yes, he/she did.
		the teacher		No, he/she didn't.
		he		
		she		
		we		
		they		

6.		A:				B:		
	Did	they	saw the board?		Yes.	They	sawed the board.	
			pull the tree out?				pulled the tree out.	
			stay at home?				stayed at home.	
			stay at the beach?				stayed at the beach.	
			remember	the story?			remembered	the story.
				the address?				the address.
				the riddle?				the riddle.

7.		A:				B:
	Did	you	play	before	school?	Yes, I/he/she did.
		she	read	after	recess?	No, I/she/he didn't.
		he			eating?	
					going to bed?	

8.	Did	the policeman	go after the	robber?
		you		lost dog?
		they		cat?
				boy?

9.	They	disturbed	us yesterday.
	He	saved	
	She	fooled	
		joined	
		scared	
		blamed	
		hugged	

10. I want to see you after the game.
party.
movie.
program.

* * * * * * *

LESSON IVc - Grade 2

TARGETS:
1. Past tense: /-əd, -t/ endings
2. Irregular past: told, was, were, became
3. Preposition: off

NOTES:
1. Substitute names of children.
2. Teacher gives the base form of the word. The child uses the correct past tense form in a sentence:
   T: ...watch
   C: I watched the baseball game yesterday.
   CLUES: slap, wish, heat, load, visit, taste, miss, laugh, lock, scold.
3. Teacher gives the present tense forms of "was, were, told" in sentences. Children change to the past tense when clues like "last night," etc., are given:
   T: He's sick. ...last night
   C: He was sick last night.
4. Children make believe that an insect or animal is on something. Each child angrily tells another child to get it off: "Get the cat off my chair!"
5. Each child can take turns performing an action. Teacher can ask another child to tell what action was performed:
   T: What did John do just now?
   C: He hopped on one foot.
6. "Became" is not a high frequency word. Too much time need not be spent on it.

DIALOGUE:

Part 1 - The Columbus Story
A: Did you read this book?
B: What book is it?
A: It's a story about Columbus.
B: No, I didn't. Did you like it?
A: Yes, I did.

B: We celebrated his birthday last month. The teacher told us about him.

A: That's right. Christopher Columbus was the son of a weaver. He helped his father.

B: But he didn't want to be a weaver. He wanted to be a sailor and go to sea.

A: He read books about different places.

B: And he listened to sailors. They were good storytellers.

A: He worked hard to learn to be a sailor. He studied maps. He became a sailor. He wanted to find a new way to India.

B: The King and Queen of Spain helped him with three ships. They were the Nina, the Pinta, and the Santa Maria.

A: Columbus and his crew sailed and sailed. Finally they landed on an island. It wasn't India, but he didn't know that.

B: He was a brave man. He didn't give up. We remember him for that.

Part 2 - A Good Story

A: Hi. I stopped at your house yesterday. You were out.

B: Yes, my mother told me. I was at the beach with my cousins. What did you want to see me about?

A: I just wanted to let you borrow this book. I read it and enjoyed it a lot. It's a story about an elephant. It was such a funny story. The elephant became a mother to a bird.

B: Oh, I know that story. My teacher told us that story. The elephant's Horton.

A: That's right. The mother bird liked flying around. She didn't want to sit on her egg.

B: I enjoyed that story, too. Thank you for thinking about me.

Part 3 - Good Table Manners

A: I borrowed this book from the library yesterday. It's a book about manners. Did you ever read it?

B: My teacher read it to us last year. I liked the part about using good table manners. I remember the funny boy with the puffy cheeks. He stuffed his mouth.

A: He reminded me of a boy with mumps.* The teacher told us never to do that.

B: I was embarrassed today.

A: What happened?

B: My elbows were on the table. My friend became angry. I almost spilled his milk.** I learned a lesson.

A: What was the lesson?

B: Keep your elbows off the table.

* Irregular plural but not introduced as a target in this lesson.

** Mass noun not introduced as a target in this lesson.

Special Notes for Part 3:

1. Teacher asks the question and each child answers:
   "What good manners did you practice today?"
   "What poor manners did you see today?"
   (Remind children not to mention names.)
2. Follow up with posters on good and poor manners. Each child can make up a sentence about his picture.
3. Teacher asks: "What book did you read recently?"
   "What did your mother tell you before you came to school?"
   (Purpose: To elicit past tenses "read," "told.")

EXERCISES:

1. I told him to sit down.
   lie down.
   come in.
   go out.
2. The teacher told us many stories.
   funny
   scary
   sad
   ghost
3. He was hungry.
   angry.
   at the fair, too.
4. They were thirsty.
   happy.
   tired.
   He stopped walking.
   weaving.
   He enjoyed sailing.
   listening.
5. He worked to be a sailor.
   wanted to go to sea.
   to go sailing.
   listened to stories.
   to sailors.
   to learn.
   watched the ships.
   helped the sailors.
   learned to read maps.
   sailing.

6. My sister waited for me.
brother shouted at us.
nodded at
pouted at

7. They pretended to sleep.
She to sing.
to eat.
He to be Superman.
to be a witch.
to be an animal.

8. My mother was angry.
She sounded sad.
looked happy.
became ill.

9. My friend hated to take a bath.
He sleep early.
sweep the floor.

10. They pushed the cat.
petted horse.
scratched dog.
kicked
trapped
kissed
laughed at me.

11. (Name) jumped off the board.
He rolled rock.
bed.
chair.
table.

12. Take it off the table.
stove.
bed.

13. He became ill suddenly.
sick
dizzy
angry
sad
lonely

LESSON Va - Grade 2

TARGETS:
1. Interrogative "do-does"
2. Negative declarative "don't-doesn't"
3. Predicate substitute "do-does"
4. Noun determiner: any

NOTES:
1. Substitute names of children. Program names can also be substituted.
2. Children can ask questions beginning with "do/does." Others can give short answers:
   A: Does your mother work?
   B: No, she doesn't. /Yes, she does.
3. Each child can tell what he/she dislikes. Then tell what someone else doesn't have:
   "I don't like cats. John doesn't have a pet."
4. Have pictures of animals. Tell what each does and doesn't do: "A dog barks. It doesn't quack."
5. Teacher provides a basket with pictures of different kinds of toys (taken from magazines and catalogues). Children can take turns going around the room saying:
   A: I'm selling toys. Do you want to buy any toys?
   Other children can ask if he has the toys they want. Seller answers appropriately:
   B: Do you have any kites?
   C: Yes, I do. /No, I don't.

DIALOGUE:

Part 1 - Television

A: Do you watch TV often?
B: Yes, I do. Do you?
A: Sometimes I do. My mother doesn't let me watch all the shows. Does your mother let you choose the programs?
B: Yes, she does.
A: You're lucky. My mother doesn't.
B: What TV shows do you like to watch?
A: "Cowboy in Africa's" my favorite program. Do you ever watch it?
B: No, I don't. Does it show wild animals?
A: Yes, it does. What programs do you enjoy?
B: I don't have any favorites. I enjoy "Lassie" and "Daktari." Lassie's a smart dog and I like animals.

Part 2 - Pets at School

A: Do you see all the dogs out in the yard every day?
B: Yes, I do. Does one of the dogs belong to you?
A: No, I don't have a dog. I don't have any pets. Do you own a dog?
B: Yes, I do.
A: Does your dog follow you to school?
B: No, he doesn't. I tie him up every morning. He doesn't like it. He doesn't stop pulling.
A: Do you keep him tied all day?
B: No. I let my mother untie him later in the morning.
A: That's a good idea. Dogs belong at home, not in school.

EXERCISES:

1.

A:		B:
Do you ever play with a	pup?	Yes, I do.
	gun?	No, I don't.
	bumblebee?	I never play with a pup.
	mosquito?	(etc.)
	dove?	

2.

A:		B:
Does your sister bake	cookies?	Yes, she does.
	cakes?	No, she doesn't.
	pies?	She doesn't bake cookies.

3.

A:		B:
Do they sell	drums?	Yes, they do.
	onions?	No, they don't.
	brushes?	They don't sell ______.
	shovels?	(etc.)
	puppets?	
	umbrellas?	

4. Does he have any friends?
she
cousins?
relatives?
sisters?
uncles?
(Same pattern as answers in #2.)

5. We don't have any brushes.
I
nuts.
butterflies.
bunnies.
crayons.

6. My mother doesn't need any cups.
sister
eggs.
glasses.

My mother doesn't need any plates.
pots and pans.

7. My dog doesn't like the paper boy.
the mailman.
my brother.
our neighbor.
cats.
mongooses.

8. A: I don't need any new pencils. Do you need anything?
shirts.
dresses.
crayons.
notebooks.

B: Yes, I do. /No, I don't.
I need a new pencil.
(etc.)

* * * * * * *

LESSON Vb - Grade 2

TARGETS:
1. Third person singular present tense: /-s, -z, -əz/
2. Noun determiner: a lot of
3. Preposition: like
4. Irregular third person singular verb: has

NOTES:
1. The pronunciations of the 3rd person singular present tense verb endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVa.
2. Substitute names of children.
3. Teacher can ask each child what someone else does. Child answers:
   T: What does Daraleen do at the beach?
   C: She swims.
4. One child can say what he does every day. Another child tells about someone else doing the same thing:
   A: I watch TV every day.
   B: Yancy watches TV every day.
5. Each child tells what his mother or father does every day: "My mother cleans our house."
6. Have pictures of various workers. Children tell what each worker does.
7. Children are asked to talk about things or animals with common characteristics, or to ask riddles using "like"

as a preposition:
A: A hippopotamus looks like a big pig.
B: Why is an electric clock like a stream?

8. Teacher shows a picture of a single toy or animal. The child says that he wants a lot of that particular thing: "I don't want just one cat. I want a lot of cats."
9. For extra material use "The Gay Little Cricket" by S. T. Barrows. It is found in Choral Speaking, Honolulu: Department of Education, 1964, p. ii.

DIALOGUE:

Part 1 - A Community Helper
A: Hi, (Name). Where are you going?
B: Hi, (Name). I'm going to the library to find a book about the policeman.
A: Oh. I know of a book at the library. It has a lot of things about the policeman. Let me find it for you.
B: Thank you. You're very kind. I have to make a report to my class. I learned some things about the policeman already. He helps to protect our lives, homes, and cities.
A: That's right. He's like the fireman. He has to think fast and act quickly to save a life.
B: He watches boys and girls and keeps us safe.
A: A policeman directs cars at busy places. He knows the laws.
B: I'm going to find out a lot of things about the policeman.

Part 2 - The Doctor
A: Where were you yesterday? I didn't see you at the park.
B: I went to see my doctor. Did I miss anything?
A: No, you didn't. Why did you go to see the doctor? Were you sick?
B: No, I wasn't. He just wanted to check me.
A: How does the doctor check you?
B: Well, he gives me a lot of tests. He uses the thermometer to take my temperature. He listens to my heart and my breathing. Then he checks my mouth, ears, and throat. My doctor has a lot of different instruments.
A: Does he weigh you?
B: Yes, he does. He checks my height and weight. He watches for any signs of illness. He wants me to be healthy.
A: Then he's really like a policeman. He guards you. He keeps you safe.

EXERCISES:

1.	She	catches	the ball	well.
		pitches		often.
		misses		
	He	washes	the dishes	every night.
		rinses		
		smashes		

2.	Mary	eats	a lot.
	John	drinks	
	She	talks	
	He	kicks	
	The dog	bites	
		barks	

3.	My	mother	mends	my dresses.
		sister	sews	
	She		irons	
			buys	

4.	She	sees	a lot of toys.
	He	fixes	
	The boy	buys	
	girl	needs	
		packs	
		picks	
		finds	

5.	We see a lot of	boys	at the park.
		dogs	
		girls	
	They needed a lot of	rides	for the fair.
		prizes	
		exhibits	
		lights	
		tents	
		flowers	

6.	(Name)	eats	a lot of	vegetables.
		buys		fruits.
		sells		cookies.
				carrots.
				apples.

7.	That new	girl	looks like my	cousin.
		boy		aunt.
				uncle.
				friend.
				neighbor.

8. John has a new bicycle. It's just like mine.
glove.
bat.
doll.
notebook.
9. He's making believe.
He walks like a cat.
moves a turtle.
an elephant.
a lizard.
a horse.
10. It sounds like a cat.
dog.
an elephant.
seal.
goat.
lion.
an owl.

LESSON VIa - Grade 2

TARGETS:
1. Modals:
    - a. can - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute
    - b. may - interrogative (to ask permission), predicate substitute
2. Irregular past: made

NOTES:
1. Both "may" and "can" may be used to ask permission.
2. Children tell what animals or people are or aren't able to do: "Children can't fly." "Boys can play football."
3. Children ask each other if they're able to do something: "Can you bake a cake?" (Pictures may be used as cues.) Others give short answers.
4. Children ask each other permission to do something: "May I sit with you?" Others give short answers.
5. Ask each child the question:
    T: What did you make with your hands?
    C: I made a mask.
    T: What did you make for your mother?/father?
6. For extra material refer to "Rabbits" by Dorothy Baruch. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 55.

DIALOGUE:

Swimming
John: Hello, Mrs. A. May Dick go to the beach with us?
Mrs. A: Where are you boys going?
John: We're going to Onekahakaha Beach.
Mrs. A: Yes, he may. You can ask him. He's in the backyard.
John: Thank you. May he take his lunch with him? We're planning to stay all day.
Mrs. A: Yes, he may. Can I make some sandwiches for you, too?
John: No, thank you. Our mothers made our lunches for us.

IN THE BACKYARD:

John: Hi, Dick. Let's go to the beach. We're taking our lunches.
Dick: Can I take my fishing pole?
John: Yes, you can. But we're going to swim.
Dick: I can't swim.
John: We can teach you to swim. Can you float?
Dick: No, I can't. I want to learn. Can you really help me?

John: We can all try.
Dick: Thanks. Let's go then.

EXERCISES:

1. Reynard can open the box.
find
carry
measure
paint
burn
Jo Ann can follow him.
hear her.
see me.
find
help
tell
They can swim well.
mend
play
read
sing
(Change above sentences to negative declarative:
"Jo Ann can't hear me.")

2.

A:				B:
Can you	come	with	us?	Yes, I can.
	paint		me?	No, I can't.
	work			
	stay			
	eat			
	go			
Can Mercel	borrow	this book?		Yes, she can. /may.
May	read			No, she can't.
	see			
	use			

3.

A:		B:
May I go	to the first grade room?	Yes, you may.
	to visit my friend?	No, you may not.
	to the movies?	
	to the store?	
	outside?	

4. May we please borrow your umbrella? (Same response as #3.)
red crayon?
pencil?/ruler?
tent?

5. My mother made a new dress for me yesterday.
skirt
shirt

Our teacher made a puppet yesterday.
mask
bell

6.

A:		B:
Did you make the	sandwich?	No, I didn't. My mother made it.
	puppet?	
	mask?	
	dress?	

* * * * * * *

LESSON VIb - Grade 2

TARGETS:
1. Modals:
   a. would - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute
   b. could - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute
2. Noun determiner: many
3. Preposition: without
4. Irregular plural: clothes

NOTES:
1. "Would" and "could" may be used interchangeably in a question like this: "Could you help me with this?"
2. Have children tell what they would like for Christmas, or a birthday: "I'd like a talking doll."
3. Have each child ask a question beginning with "could" or "would". Another child gives a short answer:
   A: Would you like to have a dog?
   B: Yes, I would. /No, I wouldn't.
   A: Could you swim last year?
   B: Yes, I could. /No, I couldn't.
4. Let each child tell about something he wouldn't like to do, or something which he couldn't do:
   A: I wouldn't want to swim alone.
   B: I couldn't find the right box.
5. Let each child tell about something they have, or see a lot of: "I see many books."
6. Each child tells how funny a person or an animal would look without a certain feature:

"An elephant would look funny without a trunk."

7. Each child tells about not being able to play a particular game or to do something when an important item is missing: "You couldn't unlock a door without a key."

DIALOGUE:

Learning in School

A: Could boys and girls have a good time in school?

B: Yes, they could. They could learn many new things.

A: Would they learn about rockets and space ships?

B: Yes, they would. And they would learn about plants and animals.

A: That wouldn't be too interesting.

B: Wouldn't you like to learn about plants and animals?

A: No, I wouldn't.

B: They're very important to us. We eat them and use them to make our clothes. Stop and think. We couldn't live without plants and animals.

A: You're right. We wouldn't have anything to eat. We wouldn't have anything to wear.

EXERCISES:

1.

A:			B:
Would	you like to go to he	the mainland?	Yes, I would.
		the movie?	No, he wouldn't.
		the zoo?	
		Honolulu?	
		Kona?	
Would your father let you		go camping?	Yes, he would.
		help me?	No, he wouldn't.
		go?	
		stay at my house?	
		play with the ball?	

2.

My She	sister wouldn't	listen to my mother.
		wash the dishes.
		read the book.
		walk fast.
		help me.

3.

A:	B:	
What would you like to do?	I'd like to make a new buy	toy.
(Repeat the question.)		kite.
		game.
		wagon.

4. I'd want many balloons.
rides.
books.
sisters.
games.
toys.

5. The girl couldn't draw well.
boy play
She cook
He paint
get
find the book.
broom.
football.
room.
cushion.

6. We could go to the store with you.
park
beach
room

7. We could play without a partner.
a ball.
a base.
many rules.

8. Clothes keep us warm.
protect us.
make us look nice.

9. My mother sewed some new clothes for me.
a lot of us.
many my brother.
my family.

10. The clothes in the store window are pretty.
for teenagers.
bright.
expensive.
for boys and girls.

11. My clothes were dirty.
Her new.
His wet.
old.

12. She has a lot of clothes in her suitcase. She has a swimsuit.
four dresses.
two sweaters.
five pairs of socks.

LESSON VIc - Grade 2

TARGETS: 1. Modals
a. will - affirmative and negative declarative ("not" contracted), interrogative, predicate substitute
2. Irregular plural: children

NOTES:
1. One child asks: "What will you buy?"
   Second child answers: "I'll buy some apples."
2. Each child tells what he'll do when he grows up:
   "I'll be a policeman."
3. Each child tells about a naughty group of children who will not do certain things:
   "The children won't eat dinner."
4. In the dialogue: (a) Substitute names of children.
   (b) Substitute another event - Christmas, etc.
5. Each child asks another child to teach him something:
   "(Name), will you teach me to swim?"
   Each child asks another child to go somewhere with him, or to show him something:
   "(Name), will you go to the beach with me?"
   "(Name), will you show me your new bike?"
6. One child at a time can put his head down on his desk. The teacher can signal the class to do something together. Child puts his head up and tells what the children are doing:
   C: The children are tapping.
7. For extra material use "Choosing" by Eleanor Farjeon. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 91.

DIALOGUE:

Birthday Plans
A: My birthday will be here soon.
B: Will you have a birthday party?
A: Yes, I will.
B: Who would you like to invite to the party?
A: I don't know yet. I'll have to think about it first. I won't invite too many children. Mother will be too busy.
B: I'll help make the table decorations. And I'll help mother in the kitchen.
A: I'll help clean up afterwards.

B: Will mother bake your birthday cake?
A: No, she won't. She'll order it from the bakery. It'll be fancy.

EXERCISES:

1.

A:		B:
Will you be	my partner?	Yes, I will.
	the next hitter?	No, I won't.
	my friend?	
	here?	
	at home?	
	in the third grade next year?	

2. Mary won't listen to the teacher.
John to the radio.
She to the principal.
He to the policeman.

3. We'll help you paint the chair.
I'll pick up the slippers.
put away the dictionary.
sweep the floor.
fill the bucket.
wash the dishes.

4. The children will help the custodian.
swim for awhile.
go to the circus.
play with the guinea pig.
see a movie.
spin the top.
clean the room.

(Change #4 to the interrogative form and give short replies):
A: Will the children see a movie?
B: Yes, they will. /No, they won't.

5. She can't find her kitten. Will you help her look for it?
chicken.
ring.
sweater.
dog.
notebook.
speller.
pencil.

6. Will you come with us? We won't scold.
laugh.
be late.
tease.
run. /hurry.

7. We'll be good. We won't yell.
scream.
run around.
play.
tease.

* * * * * * *

LESSON VId - Grade 2

TARGETS: 1. Modals:
    a. may/might - (to express possibility) affirmative declarative, predicate substitute
    b. ought to - affirmative declarative
2. Lexical item: also

NOTES: 1. "May" and "might" can be used interchangeably in a statement like this: "I may go to Honolulu."
2. Substitute names of children.
3. Children tell what they think may/might happen, or what they may/might do. Another child agrees with a short answer:
A: The volcano might/may erupt again.
B: Yes, it might. /may.
A: I may go to Honolulu next week.
B: I may, also.
4. Have children make believe they're going somewhere. But before they go, they must tell what they should do first: "I ought to help my mother."
5. Children tell what rules they ought to keep in mind when visiting: "We ought to remember to be polite."
6. Two children at a time: One child says what he did, made, read or tells about something he could, would, or like to do, see, or have. The other child repeats what the first says, adding "also":
A: I read the newspaper yesterday.
B: I read the newspaper yesterday, also.

DIALOGUE:

A Field Trip
A: We might go on a field trip next week.
B: We may also. Where would you go?
A: We may either go to the library or to the bakery. We ought to

know soon.
B: Who's going to decide?
A: The teacher. We're waiting for answers from the two places.
B: The bakery ought to be an interesting place to visit. Bakers start to work very early in the morning. They have to get the baked things to the stores and restaurants. They may even make deliveries to schools.
A: Yes, they might.

EXERCISES:

1.	The helicopter	might	come here.
	My uncle	may	
	The president		
	A policeman		
	The circus		

		A:			B:
2.	We	might	visit	the 4th grade room.	We might also.
		may		the zoo.	We may also.
	I			the 3rd grade room.	I might also.
				my uncle.	
				you.	

3.	The children	might	go swimming.
		may	get thirsty.
			throw the ball.
			have a puppet show.
			invite the third graders.
			go to Woolworth's.

4.	We need	an envelope	also.
		a pencil	
		another chair	
		a new bag	
		a thermometer	

5.	She	ought to	catch the moth.	
	He		think carefully.	
			work quickly.	
			thank us.	
			sleep early.	
			go to the	birthday party.
				doctor.
				dentist.

6.	You ought to listen carefully.	You	might	do the wrong thing.
			may	miss something.
7.	You ought to be careful.	The dog	might	bite you.
		cat		scratch you.

4

8. You ought to be careful. You might get hurt.
drop it.
spill it.

9. We ought to help her find her cat.
ring.
sweater.
ball.
bean bag.
dog.

* * * * * * *

LESSON VIe - Grade 2

TARGETS: 1. Modals:
a. should - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute
b. may - (to express possibility) negative declarative

NOTES:
1. Substitute names of children.
2. Children make believe they're asking a teacher or parent if they should do something:
"Should I open the window?"
Another child makes believe he's the parent or teacher and gives a short answer:
"Yes, you should. /No, you shouldn't."
3. Children make believe again -- talking to a child this time as a parent or teacher and telling him what he shouldn't do or should do:
A: You shouldn't slam the door.
B: You should close it quietly.
4. Each child tells about the possibility of not being able to do something or go somewhere:
"I may not go to Honolulu this summer."
5. Children tell what they should or shouldn't do in the cafeteria, on the porch, on the playground.

DIALOGUE:

Safe Places for Playing

Two children are playing in the street. A policeman comes along and talks to them.

Policeman: You shouldn't play in the street.

A: Oh. Should we play in the schoolyard?
B: No, we shouldn't. The sign says to stay away from the buildings. Besides, we might break a window.
A: Where should we play? Should we go to the park?
Policeman: Yes, you should. You'll be safe there and you won't hurt anything. Children should be careful. They shouldn't play in dangerous places. Streets are dangerous places. Drivers may not see you.
B: Thank you for telling us. We'll remember to be careful next time.

EXERCISES:

1. Children shouldn't talk back to parents.
   lie to
   shout at
   nag at
2. You shouldn't do that.
   kick the dog.
   take her place.
   tease your sister.
   play in the puddle.
   write on the wall.
3.

A:				B:
Should	we	follow	him?	Yes, we should.
		help	her?	No, we shouldn't.
	I	push	you?	Yes, you should.
		pull		No, you shouldn't.
		copy		

4.

A:				B:
Should	we	go	now?	Yes, you should.
		bake		No, you shouldn't.
		read it		
		play		
		help		
		clean up		

5. She should listen to the teacher.
   He
   read
   sing
   work hard.
   play
   look for the dog.
   the toy.
   the ball.
   him.

(Change above to the interrogative form: "Should he work hard?")

6. The airplane may not land.
be full.
early.
late.
7. We may not be able to help.
go.
bake.
read it.
play.
8. A: I'm not feeling well. I may not go to the beach tomorrow.
picnic
birthday party
circus
zoo
game
B: I'm sorry to hear that. I'll miss you.
9. Alice may need a pencil.
Jim a sweater.
We another book.
I many blocks.
some crayons.
a new notebook.
a lot of cookies.
(Change to negative declarative: "I may not need a pencil.")

* * * * * * *

LESSON VIf - Grade 2

TARGETS: 1. Possessive pronoun: their
2. Irregular plural: teeth

NOTES: 1. One child at a time can say one rule about dental health.
2. Each child tells about something that belongs to his neighbors or relatives: "Their dog became sick."
3. Each child tells what the dentist did: "The dentist pulled out two of my baby teeth." Or tells what he does to take care of his teeth.
4. One child is chosen the leader to stand before the class. The leader gives the command for the class to perform an action involving some part of the body. Each time the leader calls on one person to watch before class performs the action. This person has to tell what the class is doing, or has done, using "their":

Leader: Clap your hands.
Child: They're clapping their hands. /They clapped their hands.

DIALOGUE:

A Helper at School

The dental hygienist visited Keaukaha School. She helped boys and girls. She talked to them and checked their teeth.

Dental Hygienist:

Do you brush your teeth daily?
You should brush after every meal.
Clean teeth stay healthy.
Our teeth are important.
They help our appearance. A tooth with cavities can look funny.
We can't talk well without teeth.
Teeth also help our digestion.
You should see the dentist often.
A dentist will help you to take care of your teeth.

EXERCISES:

1. She has one bad tooth.
    one cavity.
    one toothbrush.
    many bad teeth.
    many cavities.
    many toothbrushes.
2. The children take care of their teeth.
    books.
    belongings.
    puzzles.
    toys.

3. My teeth are clean.
    strong.
    healthy.
    yellow.
    white.
    baby teeth.
4. This tooth is loose.
    shaky.
    yellow.
    chipped.
    big.
    new.

5. Do you brush your teeth regularly?
clean
Did your dentist pull out your teeth?
check
clean
fill the cavities?
6. We can't play without another boy.
partners.
a base.
a ball.
7. Children should listen to their parents.
put their toys away.
share their toys.
follow rules.
sleep early.
8. The third graders cleaned their room.
moved their chairs.
called their parents.
showed their pets to us.
shared their stories with us.
surprised their teacher.
9. The children invited their friends to their party.
parents
pets
teachers
neighbors

* * * * * * *

LESSON VIg - Grade 2

TARGETS: 1. Modals:
a. must - interrogative, predicate substitute, affirmative and negative declarative
b. shall - interrogative with the first person pronoun

NOTES: 1. Children can take parts. One can be a parent and another the child.
2. Each child makes believe that he's talking to his pet or a little brother or sister. He admonishes the pet or sibling, telling it/him not to repeat the same action: "Naughty dog, you mustn't bite the paper boy."
3. Two children talk to each other. One makes believe he's a parent. The other is a "whining" child. The

parent tells the child to do something, and the child questions the parent rather than obeying immediately:
Parent: You must take a bath now.
Whining Child: Must I take a bath now? I want to watch *Batman.*

4. Each child tells what he must do as soon as he gets home today: "I must take my dog for a walk."
5. Each child gives a fire drill or safety rule:
   A: We must walk out quietly.
   B: We mustn't run on the porch.
   Or children can talk about good manners.
6. Each child can ask another child whether he can do something for that child: "Shall I take that for you?"
7. For extra material refer to the poem "What Shall I Buy?" Rasmussen, Carrie, *Let's Say Poetry Together*, Burgess Publishing Company. Minneapolis, Minnesota: 1962, p. 75.

DIALOGUE:

Going to Bed

Boys and girls usually don't like to go to bed early. They like to stay up late. They want to watch the TV programs or do something else. Their mothers often have to force them to go to bed.

A: (Name), turn the television off right now.
B: Must I? I want to watch this program to the end.
A: Yes, you must. Tomorrow's a school day. You'll have to get up early. You mustn't be late for school.
B: No, I mustn't. And I mustn't forget to take a paper plate to school tomorrow. I need it to make a mask. We're going to have a play.
A: What else must you take?
B: Just the plate. I'm going to be a rooster in the play.
A: How nice. Shall I help you find a plate?
B: I already have it.
A: Well, you must go to sleep now. Good night.
B: All right. Good night.

EXERCISES:

	A:			B:
1.	Must we do the	dishes	now?	Yes, you must.
		chores		
		exercises		
		problems		

2. You mustn't throw rocks.
break windows.
play with matches.
run on the porch.
hurt anyone.

3. A: B:
Must I take Billy to the park with me? Yes, you must.
beach
movie
game
party
store

4. Children must brush their teeth regularly.
take a bath
eat vegetables
exercise
study
visit the dentist

5. The children must be hungry. They're crying.
wet. shivering.
happy. laughing.
frightened.
sleepy.
sad.
lonely.
ticklish.

6. You mustn't cry.
whine.
laugh.
beg.
stare.
be late.
rude.
noisy.

7. Shall I give her the book?
toy?
kite?
pencil?
doll?

8. Shall I walk with her?
sing
read
play
swim

9. Shall we polish it now?
wash
wipe
lift
mend

* * * * * * *

LESSON VIh - Grade 2

TARGETS:
1. Negative imperative
2. Noun substitute: one
3. Reflexive pronoun: yourself
4. Prepositions: into, by
5. Objective pronoun: them (referring to inanimate objects)

NOTES:
1. Substitute names of children.
2. Each child gives a safety rule, a health rule, or a rule on good manners, using the negative imperative.
3. Each child asks another child the question: "Do you have a blue pencil?" (Substitute any other count noun.) Second child answers: "Yes, I have one. /No, I don't have one."
4. Each child asks another child if he can do something alone: "Can you bathe yourself?" Or each child tells another child to do something alone: "Find yourself a chair. /pet."
5. Each child makes believe that he is a magician and tells what magical change he has performed: "I turned a monkey into a dog."
6. Each child tells about going into a special building or vehicle: "I walked into the county building once." Or each child can tell about bumping into something.
7. The teacher or another child can say: "I have some pencils. What can I do with them?" A child answers: "You can give them to me. /Jane." Children should be encouraged to give free suggestions as to what can be done with them. Teacher uses plural count noun objects:
    toys
    kites
    balls
    crayons
    puzzles
    cookies
    books
    jacks
    cards (etc.)
8. Each child tells where he wants to sit, using the preposition "by": "I want to sit by John."

9. For extra material use the song "Did You Ever?" from Music in Our Town, (c) 1956, 1962, Silver Burdett Company.

DIALOGUE:

Swimming Safety*

Do you go swimming often, boys and girls? Swimming's a good sport. But we must be careful. Can you think of some safety rules for swimming?

A: I can think of one. Don't go swimming by yourself.
T: That's a good rule to remember. Who can think of another one?
B: Don't show off. You might hurt yourself. And don't dare someone else to show off.
C: Don't swim right after a meal. You should rest awhile.
A: Don't go too far out into the ocean. You may not be strong enough to swim back.
B: Don't dash into big waves. Be careful of them. They can be dangerous.
T: You have some good rules. Remember them. They help to keep you safe.

(* "safety" - mass noun, not target at present.)

EXERCISES:

1.

A:		B:	
Where can I find the	mats?	You can find them in the	closet.
	shells?		ocean.
	marbles?		box.
	crackers?		cupboard.
	apples?		refrigerator.
Where can I plant the	seeds?	You can plant them in the	garden.
	flowers?		
	guavas?		

2.

A:		B:	
May I have the	pencil?	You may have	it.
	pencils?		them.
	mask?/masks?		
	puzzle?/puzzles?		
	cup?/cups?		
	match?/matches?		

3.

They	jumped	into the ocean.
She	dived	
We	stumbled	
He	leaped	

4. We crashed into the wall.
I banged door.
chair.
him.
table.
them.

5. Don't run into the house.
out of the closet.
the bathroom.
the library.
the kitchen.
the classroom.

6. Here are some rules we should all remember. Repeat after me. Then tell me where we should use the rules -- at home, at school, swimming, riding our bikes.

Don't dash into big waves.
Don't run on the porch.
Don't carry hot things with bare hands.
Don't do stunts on the street.
Don't ride on the sidewalk.
Don't go too far out in the ocean.
Don't slide two at a time.
Don't forget to brush your teeth.
Don't go swimming right after meals.

7. Here are some cookies. Please have one. /Do you want one?
mangoes.
malasadas.
coconuts.
oranges.
nuts.
bananas.

8.

A:				B:
(Name)	has a	chicken.	I	have one also.
	wants a	lizard.	I	want one too.
		frog.		
		mosquito.		
		rabbit.		
		duck.		
		shiny rock.		
		metal box.		
		mantis.		
		fish.		
		bird.		
		coin.		
		knife.		

(Name) wants a button.
grasshopper.
mongoose.
glass float.
pretty shell.
ripe guava.

9.

A:			B:
Do you	talk	to yourself?	Yes, I do.
	sing		No, I don't.
	hum		
	read		

10.

A:			B:
Did you	cut	yourself?	Yes, I did.
	bump		No, I didn't.
	bang		
	scratch		
	hurt		

11. Don't hurt yourself.
do it by yourself.
camp
swim
surf

LESSON VIIa - Grade 2

TARGETS:
1. Mass nouns: meat, milk, bread, food, cereal, rice, syrup, lettuce, ice cream, poi
2. Noun determiners: much, those, these, a few
3. Irregular plural: loaves

NOTES:
1. Substitute names of children.
2. Each child can make believe he is the storekeeper and ask another child:
   A: How much bread do you want?
   (See above list of mass nouns.)
   B: I want two loaves of bread. (boxes, bags, quarts, bottles, pounds, heads of. Also singular: a loaf of, etc.)
   They can also use "some" and "a lot of".
3. Storekeeper asks: "Do you want these loaves of bread or those loaves of bread?"
   B: I want a few of these/those loaves.
4. Again using mass nouns presented, the "customer" can ask the "storekeeper":
   "How much ______ do you have today?"
   "Is your bread (etc.) fresh today?"
   Storekeeper can answer appropriately.

DIALOGUE:

Part 1 - Running an Errand

Do you go to the store for your mother sometimes? Do you remember to buy everything? Sometimes we need a list. We can't remember everything.

Mother: Ronion, would you go to the store for me? I need a few things.

Ronion: Yes, I will. What shall I get for you?

Mother: Let me see. I need a pound of stew meat and a quart of milk. I also need a box of cereal and a small bag of rice.

Ronion: Shall I return these empty bottles to the store?

Mother: Yes, please do. I don't have much syrup left. Will you get a bottle of syrup? We can have pancakes.

Ronion: Can I buy a carton of ice cream? I want to try these new colored ice cream cones.

Mother: Yes, you can. Please get me a head of lettuce, too. Oh, yes, and a small bag of poi. Here's a list. You'll need your wagon to carry all those things. Don't forget anything.

Ronion: Don't worry. I won't. But I'm going to have a lot of food.

Part 2 - The Supermarket

Let's visit the supermarket and talk to the manager. He's a busy man. He has to order many things for his store.

A: I know. The manager can't order too much meat or milk at one time. Those things spoil quickly. He can't order too many loaves of bread. No one wants to buy a loaf of old bread.

B: He's really busy. How much food does he order every day?

A: I don't know. He must buy a lot.

B: What other things does he order for his store?

A: He orders many boxes of cereal, many bags of rice and a few bottles of syrup.

B: He must order about fifty quarts of milk and fifty pounds of meat every day. He must also order some poi every day.

A: He probably needs about thirty heads of lettuce and fifty cartons of ice cream every day.

B: He has to order a lot of food. And many workers deliver these things to the supermarket every day.

EXERCISES:

1.

A:	B:
Let's buy some food.	Let's buy a lot of food.
ice cream.	ice cream.
meat.	meat.
milk.	milk.
bread.	bread.
rice.	rice.
syrup.	syrup.
poi.	poi.
cereal.	cereal.
lettuce.	lettuce.
vegetables.	vegetables.
fruits.	fruits.

2. Hawaiian food tastes good.
Vanilla ice cream
Barbecue meat
Chocolate milk
Maple syrup
Day-old poi
Chinese food
Crisp lettuce
Raisin bread
Hot rice
Strawberry ice cream

3. (Three children speaking.)

A:

How much bread does your family need every week?
meat
milk
rice
syrup
cereal
lettuce
ice cream
poi

B:		C:	
We need a	loaf of bread.	We need two	loaves of bread.
	pound of meat.		pounds of meat.
	pint of milk.		pints of milk.
	quart of milk.		quarts of milk.
	carton of milk.		cartons of milk.
	big box of cereal.		big boxes of cereal.
	small bag of rice.		small bags of rice.
	bottle of syrup.		bottles of syrup.
	head of lettuce.		heads of lettuce.
	box of ice cream.		boxes of ice cream.
	bag of poi.		bags of poi.

(Variation in B's and C's replies:)
We need a few loaves of bread.
We need many loaves of bread.

4.

A:	B:
May I have three	You may only have one
slices of meat?	slice of meat.
pieces of bread?	piece of bread.
glasses of milk?	glass of milk.
bowls of cereal?	bowl of cereal.
rice?	rice.
poi?	poi.
scoops of ice cream?	scoop of ice cream.
rice?	rice.

5.

A:			B:		
These	pencils	are mine.	Those	pencils	are yours.
	books			books	
	toys			toys	
	slippers			slippers	
	flowers			flowers	

6.

A:	B:
Where's the meat?	It's in the sack.
(Repeat the question.)	refrigerator.
	oven.
	kitchen.
	freezer.

7.

Boiled	rice is good with	vegetables.
Steamed		meat.
Fried		

8.

A:		B:
Is the lettuce	fresh?	Yes, it is.
	crisp?	No, it isn't.
	tasty?	
	ready?	

9.

Ice cream	tastes good.
	is a good dessert.
	comes in different flavors.

10.

A:		B:	
Is that	strawberry ice cream?	No, it isn't. It's	raspberry.
	chocolate		coffee.
	vanilla		butterscotch.
	peppermint		strawberry.

* * * * * * *

LESSON VIIb - Grade 2

TARGETS:
1. Noun possessive: /-z/ ending
2. Irregular plural: people
3. Negative interrogative linking verb
4. Irregular past: rode, saw

NOTES:
1. Substitute names of children.
2. Let one child ask another child the question:
   "Did you ever ride a horse?" (jet, train, etc.)
   "When/Where did you ride one?"
   "What did you ride yesterday?" (last week, etc.)
   Purpose: To elicit the past tense "rode".
3. The pronunciation of the possessive endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVa.
4. Ask each child to tell about something that belongs to people and animals with names ending in sounds to which /-z/ can be added.

5. Let each child make believe that he's at a fair or the beach. He tells what people are doing:
   "People are riding the Ferris wheel."
6. Teacher can give a sentence using the pronoun "they". Children use the same sentence substituting "the people":
   T: They are watching a game.
   C: The people are watching a game.
7. Teacher can give a negative sentence with the linking verb. Child is asked to change it to the negative interrogative:
   T: We're not ready yet.
   C: Aren't we ready yet?
   Other examples:
   You're not ready.
   He's not here.
   We're not through yet.
   She's not a first grader.
8. Have children talk about what they saw on TV last night, or on the way to school this morning:
   A: I saw "Bewitched" last night.
   B: I saw a dead mongoose this morning.
9. Pull an object out of a bag and give the class a quick glance at it. (Pictures can be used.) Then ask, "What did you see?" Child gives a complete sentence in reply:
   "I saw a ____________."

DIALOGUE:

The Telephone Lineman

Kihei wanted to borrow Victor's baseball bat. He tried all morning to call Victor on the telephone. He would only hear a busy signal. He couldn't get Victor.

Then Kihei remembered something. Victor's family might not be using the telephone. It might not be working. So Kihei called the operator. She thanked him for calling.

Later he rode over to Victor's house. He saw a lineman there.

Kihei: Hi. Is something wrong with my friend's telephone?
Lineman: I don't know. I'm checking the wires now. Do you know these people?
Kihei: Yes, I do. Isn't anyone at home?
Lineman: No. The lines seem to be all right. I'll go to the neighbor's house. I want to use the phone.
Kihei: Did you find out anything?
Lineman: Yes, I did. Your friend's telephone is off the hook. People should be careful about that.

EXERCISES:

1a.

A:	B:
Does that cat belong to you?	No, it's Mary's cat.
hat	Jean's hat.
pet	John's pet.
dog	Lorna's dog.
pencil	Michael's pencil.
coat	Loretta's coat.
marble	Harry's marble.
jump rope	Gary's jump rope.
football	Bryan's football.
bicycle	Henry's bicycle.
lunchbox	Kihei's lunchbox.
	Mary Ann's ____.

1b. Drill can be changed to include plurals. Pictures of animals or things in the room can be used to practice the drill. Use names ending in sounds to which /-z/ can be added.

A:	B:
Do those cats belong to you?	No, they're (Name's) cats.
hats	hats.
houses	houses.
pets	pets.
marbles	marbles

2. Substitute "other people" for underlined word or words:

T: Visitors like Hilo.
C: Other people like Hilo, too.
T: The parents liked the school play.
C: Other parents liked the school play, too.

Examples:

The parents liked the May Day program.
My family rode in the jet to Kona.
Our families liked the picnic.
The parents wanted to see the paintings.
The visitors wanted to hear the children sing.
Tourists visited Akaka Falls.
looked at Rainbow Falls.
The tourists liked the food at the luau.
The pilot and the stewardess walked to the airplane.
liked the trip from Honolulu to Hilo.

3. Change to negative interrogative:

"He's not ready." (Isn't he ready?)
Jean's not awake yet.
The teacher's not surprised.
The people aren't happy.

Harold's not here today.
She's not angry.
We're not ready yet.

4a. The farmer rode his tractor to his neighbor's house yesterday.
truck
horse
bulldozer

4b. I rode in a delivery truck once.
jet
fire truck
garbage truck
fishing boat
wagon
taxi

4c. Change to past when cue given.
CUES: yesterday/last night/last Sunday
My brother rides his motorcycle every day.
go-cart
surfboard
scooter
bicycle
racer

4d. A: Did you ever ride a horse?
B: No, but I rode on a donkey once.
Yes, I rode a horse last summer.

5.

A:	B:
I saw the rainbow yesterday.	I see the rainbow often.
sunset	sunset
Lurline	Lurline
mailman	mailman
parade	parade

6.

A:	B:
Did you see my baby sister?	No, but I saw your baby brother.
the moon?	a shooting star.
the helicopter?	a jet.
the fireman?	a policeman.
the monkey at the zoo?	the peacock at the zoo.

LESSON VIIc - Grade 2

TARGETS:
1. Noun possessive: /-s, /-əz/ endings
2. Mass noun: lumber
3. Irregular plural: men

NOTES:
1. Substitute names of children.
2. Let each child ask another child about the occupation of another child's father. If the child knows the answer, he gives it. Otherwise he asks the child himself:
   A: What does Renwick's father do?
   B: I don't know. Renwick, what does your father do?
   or He's a painter. /He paints.
3. Let each child tell about something that belongs to children or animals with names ending in sounds to which /-s/ and /-əz/ can be added:
   "Herbert's dog is brown and white."
4. The teacher gives a sentence using the singular noun "man". Children substitute the plural "men". Teacher can give a determiner for a clue: "many, two, some,"
   T: The man fixed our porch. ...three
   C: Three men fixed our porch.

DIALOGUE:

Some Important Workers

Houses are important. They protect us from the rain and the wind. Many people work together to build houses for us. They are important workers.

A: Is Lynette's father a carpenter?

B: No, he isn't. But my friend Robert's father is a carpenter. He has a black box of tools.

A: A carpenter's job isn't easy. He has to measure and fit the lumber perfectly.

B: How much lumber does he need to build a house?

A: Oh, a lot.

B: A plumber's job is important, too. The man next door is a plumber. And the plumber's tools are important to him, also.

A: My friend Bruce's father is an electrician. He helps wire a new house.

B: These men all work together to make shelters for people.

EXERCISES:

1.	That	hat	belongs to	Mike.	It's	Mike's hat.	It's	Mike's.
		cat		Pat.		Pat's cat.		(etc.)
		dog		Frank.		Frank's dog.		
		purse		Annette.		Annette's purse.		
		duck		Dick.		Dick's duck.		
		turtle		Derek.		Derek's turtle.		
		mynah bird		Jack.		Jack's mynah bird.		
		goldfish		Matt.		Matt's goldfish.		

2. That's the elephant's cage.
giraffe's
skunk's
goat's
mongoose'
hippopotamus'

3. We're at the zoo. We're looking at some animals.
The mongoose' home is a hole in the ground.
The mouse' home is also a hole in the ground.
The skunk's tail is bushy.
The fox's tail is also bushy.
The goose' feathers are oily.
The duck's feathers are also oily.
The horse's teeth are large.
The hippopotamus' teeth are also large.
The fish's scales are pretty.
The snake's scales are also pretty.

4. Annette's purse is pretty.
Dick's shirt
new.
yellow.
old.
in the closet.
on the bed.

5. Look at that cat's tail. It's funny-looking.
rabbit's
elephant's
horse'
mongoose'

6. A: What can we do at the beach? (Repeat question.)

B:		C:	
We can	find rocks.	We can also	find shells.
	swim.		wade.
	walk.		run.
	catch crabs.		catch fish.
	eat something.		drink something.

We can	go fishing.	We can also	go boating.
	watch birds.		watch fish.

(Other situations can be elicited from the students:
"What can we do at the fair?/circus?/picnic?")

The	man	is	eating.	He	is also	drinking.
	fence		high.	It		strong.
	boy		thin.	He		tall.
That	mongoose		quick.			fat.
	cup		white.			small.
Her	hair		long.			pretty.
That	game		hard.			fun.
	book		red.			large.

(Use items in classroom and features of students for other cues.)

7. Change to plural:

T:		C:	
This man is	eating.	Those men are	eating also.
	drinking.		drinking
	singing.		singing
	working.		working
	walking.		walking
	driving.		driving
	running.		running

8.

T:			C:	
This man is eating	a	banana.	Those men are eating	bananas also.
		mango		mangoes
		guava.		guavas
		carrot.		carrots
	an	orange.		oranges
		apple.		apples
	a	pear.		pears
		nut.		nuts.

9.

A:	A	man	is looking for the	lost boy.
		policeman		thief.
		fireman		cat.
		fisherman		shark.
B:	Many other	men	are looking for the	lost boy.
		policemen		thief.
		firemen		cat.
		fishermen		shark.

10.

Carpenters use lumber to build	walls.
	doors.
	cupboards.
	ceilings.
	floors.
	chairs. /tables.

We make a table out of lumber.
chair
door
boat
shelf
floor
cupboard
fence

(Let children ask questions about things they see in the room):

A: Do we make ______ out of lumber?
B: Yes, we do. /No, we don't.

11. Lumber comes from trees.
in different sizes.
to us from the mainland.
to us on ships.

12. The lumber for the dollhouse is in the backyard.
cart
doghouse
treehouse
garage

* * * * * * *

LESSON VIId - Grade 2

TARGETS:
1. Irregular past: cut, came, sold, sent, got
2. Mass nouns: land, fertilizer, water, lunch

NOTES:
1. Substitute names of children.
2. If children have difficulty pronouncing the final cluster in "sent", concentrate practice on exercise 8 where "sent" is followed immediately by a vowel sound, before practicing the re-ordered sentences where "sent" is followed by a consonant sound.
3. Ask questions to elicit the past tense forms, especially "cut, came, sold, got, sent"):
"What did Mrs. Cook get for our lunch?"
"What did Mrs. Cook do with the vegetables?"
"Where did the vegetables come from?"
"Where did the farmer send the vegetables?"
"What did the storekeeper do with the vegetables?"
"What did the farmer use to make his plants grow?"
"Where did the seeds come from?"
"Where did the tourists come from?"
"What did they sell at the fair?"

"What did you get at Christmas?"
"What did you get for your birthday?"

4. Let the children make believe that they were naughty in the classroom, on the playground, in church, in the library, at recess, in the lunchroom -- and tell where they were sent:
   "I was naughty on the playground. The teacher sent me back to my room."
   Or child tell where he was sent on an errand:
   T: Where did the teacher send you with a message?
5. Each child tells about someone who came to visit his family or his class:
   "Mr. Hirano came to our room yesterday."
6. Children can pretend that they've visited a toy store. Each child tells what he got at the store.
7. If there are any new students, they can tell where they came from.
8. For extra material use "The Drinking Fountain" by Marchette Chute. Poems to Read to the Very Young, New York: Random House, 1961.

DIALOGUE:

The Farmer

Mrs. Cook got a lot of fresh vegetables yesterday. She washed them. Then she cut and cooked them for our lunch yesterday. Where did the vegetables come from? That's right. They came from a farm. Listen to Caroline and Renwick talk about farmers.

Caroline:	Look at all the vegetables. Where did they come from?
Renwick:	From a farm. A farmer worked hard every day to grow our vegetables.
Caroline:	What did he do?
Renwick:	He cleared and plowed the land with a tractor first.
Caroline:	Did he use much fertilizer?
Renwick:	Oh, yes. He used a lot. He planted the seeds and watered them. He also pulled the weeds.
Caroline:	The water and fertilizer helped the plants grow.
Renwick:	Yes, they did. Later he picked and cleaned the vegetables. Then he sent them to the store.
Caroline:	And the store sold them to Mrs. Cook for our lunch.

EXERCISES:

1.

A:				B:	
How did	you	cut that	apple?	I	cut it with a knife.
	he		mango?	He	
	she		pear?	She	
	they		orange?	they	
	the boy		cake?	He	
			jack-o-lantern?		

2.

Yesterday I cut	a	mango.	Today, I cut	a	banana.
		potato.			carrot.
		sandwich.			roll.
	an	apple.		an	orange.
	a	slice of bread.		a	slice of meat.

3.

Victor's aunt	came	last week.
My uncle		this morning.
They		a few minutes ago.
The teacher		an hour ago.
The children		last month.

4.

(Name) came home from school and	studied.
He	worked.
She	played.
I	made a sandwich.
(etc.)	changed.
	helped his mother.
	rode his bicycle.
	cleaned the house.

5.

This morning	my dog	came to school with me.
	a cat	
	his friend	
	your cousin	
	our teacher	

6.

The tourists	came	from the mainland	on an ocean linger.
(Name)		from Kona	in a helicopter.
They		to Hawaii	in a jet.
The men		from Honolulu	in a tugboat.

7. "I sold a loaf of bread yesterday. (Name) came to buy it."
(Let individual students complete the sentences, choosing other students to be the ones who came and bought something. After choral repetition by the class, the student named in the second sentence repeats the process, choosing another item he sold: "my bicycle", etc.)

8.

Yesterday	I sent	a letter	to my	friend.
Last week		a package		brother.
(etc.)		a gift		mother.

Yesterday I sent a post card to my sister.
a book uncle.
a magazine aunt.
a newspaper (etc.)
a photograph
a basket of fruits
a package of seeds
many letters
a lot of post cards
a few packages

(Change word order of sentences above, e.g., "I sent my friend a letter.")

9. Some birds like to swim in water.
Pelicans
Seagulls
Ducks

10. People like to play in water.
to splash
to float
to wade
to dive
to fish

11. A: How much water do you drink every day?
B: I drink a glass of water every day.
three glasses of water
many glasses of water
a lot of water
I don't drink water. I drink milk, etc.

12. A: How much water does (Name) drink every day?
B: (Pronoun) drinks two glasses of water every day.
(etc.)

13. An elephant drinks many gallons of water.
A horse a lot of
cow many buckets of
dog a pan of
cat a bowl of

14.

A:	B:
Do you want some water?	Yes, I do.
Here's a glass of water.	This water doesn't taste fresh. tastes salty. good.

15. Water is good for you.
helps plants grow.

16. Farmers use a lot of fertilizer.
They many sacks of
Gardeners lots of

17. Fertilizer is good for my roses.
helpful vegetables.

18. The farmer cleared the land.
plowed
planted
watered

19. The man wanted a small piece of land.
sold an acre of
cleared some
has a lot of
doesn't have any

20. This land is good for growing tomatoes.
fine vegetables.
just right lettuce.
oranges.

21. The lunch smells good.
tastes
looks

22.

A:	B:
How much lunch shall I make?	A lot. We're very hungry.
bring?	(Repeat answer.)
buy?	
serve?	

23. My mother got some strawberries for us yesterday.
delicious apples
cereal
tutti frutti ice cream
new dresses
new shirts
poi
barbecue meat
Hawaiian food

* * * * * * *

LESSON VIIe - Grade 2

TARGETS:
1. Mass noun: sky
2. Preposition: under
3. Irregular past: grew
4. Reflexive pronoun: myself
5. Strengthening the use of modals

NOTES: 1. Children can take parts.

2. a. What couldn't Timothy do?
   b. Why?
   c. Could his mother help him? Yes, she could.
   d. What did she say? "You must . . ."
   e. Could his father help him? Yes, he could.
   f. Would you like to grow tall and straight?
   g. What must we all do to grow tall and straight?

3. If the children's health cards are easily available, you can give each child his growth in height and ask:
   T: How much did you grow?
   C: I grew one inch, etc.

4. One child is "It". Each child has one hand cupped, palm down on desk. The teacher has a bean in her hand and goes around the room to slip it under someone's hand without "It" guessing. "It" has three guesses:
   It: Is it under (Name's) hand?
   T: Yes, it is. /No, it isn't.
   When "It" fails after three guesses, the child with the bean speaks up: "It's under my hand."

5. Ask the children to describe the sky. They can pretend that it's a clear day or a rainy day.

DIALOGUE:

Timothy Tree

Timothy Tree couldn't see the sky. The other trees were too tall. He was always under them. The animals could see the sky. The birds could. But Timothy couldn't.

Timothy: I can't see the sky by myself. Would you help me?
Mynah Bird: No, I won't. Help yourself.
Timothy: I can't help myself. Can you help me see the sky?
Mongoose: No, I can't. Don't ask me. I'm not a tree. Ask your mother and father.

(So Timothy looked up. He could see his mother.)

Timothy: Mother, can you help me? I look up every day but I can't see the sky. I couldn't see it yesterday and I can't see it today.
Mother: You must drink all the raindrops. And you must stand straight.

(Timothy looked up at his father.)

Timothy: Can you help me too?
Father: I was a little tree once, too. I couldn't see the sky. Mother was also little. And she couldn't see the sky.

Now we can. And you will see it too. But now you must stretch yourself. Soon you will see the sky.

(Timothy was very glad. And soon he could see the sky. He grew tall and straight. He didn't forget to drink all the raindrops. He didn't forget to stand up straight. He didn't forget to stretch every day. And he didn't forget to listen to his mother and father.)

EXERCISES:

1. The cockroach crawled under the door.
centipede a rock.
lizard the log.
millipede
earwig

2. Did you look under the chair for your shoe?
table sweater?
house marble?
basket penny?
box
counter

3. A: B:
I planted some seeds last year.
I grew radishes. What did you grow? I grew radishes also.
carrots. carrots
marigolds. marigolds
lettuce. lettuce
petunias. petunias
beans. beans
beets. beets

4. The sky is gray today.
clear
blue
beautiful
lovely
cloudy

5. The sky is like a blanket.
roof.
tent.
great umbrella.
movie screen.

6. His puppy grew fast.
kitten
turtle
baby brother
colt
calf
duckling
plant

7. Little brother or sister:
I can't fly the kite by myself. Would you help me?
push the wagon Can
open the door
carry the rice
tie my shoelaces

Big brother or sister:
Yes, I can.
will.
No, I can't.
won't.

8. I talk to myself sometimes. Do you talk to yourself?
sing sing
hum hum
read read

9. A:
Could you walk home by yourself?
to the store
to the beach
go swimming
trick or treating

B:
No, I couldn't. I'm afraid to walk home by myself.
to the store
to the beach
go swimming
trick or treating

LESSON VIIIa - Grade 2

TARGETS:
1. Comparative-superlative suffixes: -er, -est
2. Irregular plural: feet
3. Irregular comparative-superlative: better, best
4. Noun determiner: whose
5. Preposition: among

NOTES:
1. Substitute names of children.
2. Children compare themselves with each other in height, weight, etc.:
   A: I'm taller than Joann.
   B: Annette has the neatest handwriting.
3. Have objects of different sizes. Have children compare them.
4. Children can tell what they like better of two things.
5. Have pictures of objects. Give one to each child. Child says: "I see/have a ball. Whose ball is it?
   Is it yours, (Name)?"
   Second child can answer affirmatively or negatively.
6. Each child tells something about another child or about an animal, comparing that child or animal with a whole group: "My dog has the longest tail among all my pets."
7. Children tell what they can do with/on one foot and also what they can do with/on two feet. They can also tell what they can't do with their feet.
8. Each child tells who his best friend is.
9. Each child tells where the best place to swim or play is. He can also tell what the best game to play is.
10. For extra material use:
    a. "Feet" by Irene Thompson. Choral Speaking, Honolulu, Hawaii: Department of Education, 1964.
    b. "Cars Go Fast" by Annette Wynne. Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Co., 1962, p. 107.

DIALOGUE:

Growing Up

Boys and girls don't all grow in the same way. Some children grow faster than others. Some children can do things better than others. All second graders aren't exactly alike.

A: Put your left foot by mine. Whose foot is longer?
B: Mine is. My feet are bigger than yours.
A: I'm taller than Victor. But Kihei's the tallest boy in our class.

B: Daniel's the best baseball player in our class.
C: Is he a better player than Reynard?
B: Yes, he is. Daniel's the fastest runner also.
A: Victor's the best reader among the boys. And Caroline's the best reader among the girls.
C: Reynard draws the best pictures in our class. I must be the noisiest boy in the class.

EXERCISES:

1. His puppies are bigger than mine.
Her turtles friendlier
kittens noisier
parakeets fatter
smaller
cuter

2. Whose eraser is this? It's cleaner than mine.
sweater softer
bigger

3. This mango doesn't taste very sweet. I tasted a sweeter mango yesterday. (etc.)
lichee
orange
guava
tangerine
papaya

4. Which is the biggest kitten?
strongest puppy?
healthiest calf?
funniest lamb?
clumsiest colt?

5. That must be the shaggiest cat in Hilo.
skinniest
ugliest
prettiest
noisiest
dirtiest
friendliest

6. A: B:
(Name) has the smallest ball. Oh, no. My ball is smaller.
heaviest heavier.
softest softer.
hardest harder.
largest larger.
lightest lighter.

7. This mango is the ripest fruit of all.
orange juiciest
banana tastiest
melon sweetest

8. My feet are larger than your feet.
smaller
wider
narrower

9. Are your feet clean?
dirty?
sore?
tired?

10. (Children may be asked to demonstrate.)
I can hop on one foot.
But I need two feet to run a race.
I can jump on one foot.
But I need two feet to climb a tree.
I can stand on one foot.
But I can stand longer on two feet.
I can balance on one foot.
But I can balance better on two feet.
I can kick with one foot.
But I can't kick with two feet.

11. John can't stand on one foot. He has to use two feet.
hop
balance
tiptoe

12. Cats are better pets than dogs.
Turtles
Rabbits
Guinea pigs
(Children can make up their own choices.)

13. Dogs are better pets than turtles.
rabbits.
fishes.
guinea pigs.
goats.

14. My mango is better than yours. Mine is riper.
guava his. tastier.
papaya hers. sweeter.
tomato juicier.
banana
melon

15. This is the best room in the school. It's cool.
pretty.
big.
comfortable.
spacious.
breezy.

16. Where is the best place to sit?
to stand?
to play?
to pick some mangoes?
to plant my seeds?
to swim?
to eat?

17.

A:			B:
Whose	book	is this?	I don't know.
	pencil		It's John's book.
	eraser		(Substitute names.)
	notebook		
	workbook		
	crayon		

18. Whose book are you using? (Children can provide answers.)
reading?
carrying?
did you borrow?
find?

19.

A:			B:
Whose	books	are these?	I don't know.
	purses		They belong to John.
	pencils		They're John's books.

20. Who is the strongest boy among you?
tallest girl them?
shortest us?
fastest

21.

A:	B:	
Where's (Name)?	He's over there among the	players.
(Repeat question.)		boys.
		runners.
	She's	trees.
		tables.

22. He discovered it among the weeds.
buried rocks.
plants.
flowers.

LESSON VIIIb - Grade 2

TARGETS:
1. Preposition: during
2. Mass nouns: paper, arithmetic
3. Strengthening the use of the comparative-superlative suffixes "-er, -est"
4. Strengthening the use of the determiner "another"

NOTES:
1. Substitute names of children.
2. Give each child a picture of an object or pet. Then each child asks the teacher if he may have another of better quality: "May/Can I have a riper peach?"
   Or child looks at another child's picture and says: "Kayleen needs a newer top."
3. Each child tells about something happening while something else was going on or at a certain period of time (to elicit "during"): "The fire alarm rang during the concert." "I stay with my aunt during the summer."
4. Each child tells about different ways paper can be obtained at the store: "a roll of paper/a box of paper". Teacher can give several children different kinds of paper (different colors, weights, texture). Each child talks about his own piece:
   "My paper is light. /yellow. /rough."
5. Substitute "mathematics" for "arithmetic" if it is a more frequently used word, and use it as a target word.
6. Each child can tell what he does or plans to do during the spring or summer vacations. He can also tell what he should or shouldn't do during a class period.
7. For extra material use the poem by Kate Greenaway. Arbuthnot, May Hill, Time for Poetry. Scott, Foresman and Company, 1952, p. 84.

DIALOGUE:

Arithmetic

Arithmetic is useful. It can be very interesting. We learn a lot during the arithmetic period. We learn to measure and to count. We learn about shapes and lines.

A: I have three pieces of paper here. What shape are they?

B: They're shaped like rectangles.

A: Are they the same size?

B: No, they're not. The yellow one is larger than the red one. The green is the largest piece.

C: I know of another way to describe them. The red one is the smallest piece. The yellow one is smaller than the green one.

A: I learned many new things this year.

B: So did I. I couldn't count by two's last year. Now I can. That's a faster way of counting.

A: The fastest way to add is to know the addition facts.

C: That's right.

EXERCISES:

1. We have a new car. It's fancier than our old one.
   bigger
   longer
   shinier
   cleaner
   roomier

2. (Back and forth conversation between A and B.)

A:	B:
My dog is smarter than your dog.	But my dog is friskier.
bigger	braver.
prettier	cuter.
noisier	tamer.
heavier	taller.
shaggier	cleaner.

3. She's the nicest person in school.
   friendliest
   kindest
   tallest
   cutest
   shortest
   smartest

4. (Name) has the longest lei.
   prettiest
   loveliest
   freshest
   shortest
   fanciest
   nicest

5. Somebody coughed during the movie.
   yelled
   screamed
   fainted

6. I could hear cats fighting during the night.
   cars honking
   trucks rumbling
   jets zooming

7. (Name) played on the porch during recess.
They by the cafeteria
She in the mud puddle
He with the dogs

8. During the summer we visited my aunt.
grandmother.
brother.
cousin.

9. Some paper is lightweight. Some paper is colored.
thin. plain.
ruled. white.

10. Paper burns easily.
crumples
folds
tears
cuts

11. We can buy rolls of tissue paper.
packages of wrapping paper.
waxed paper.

12. We use many sheets of writing paper every day.
drawing

13. A: I would like some drawing paper.
B: How much drawing paper do you want?
A: I want three sheets.

14. Arithmetic is useful.
difficult.
my best subject.
easy.

15. I like arithmetic. It's useful.
easy.
my best subject.
interesting.

16.

A:		B:
May I have another	roll?	Yes, you may. But don't ask for another one.
	biscuit?	
	cookie?	
	bite?	
	sip?	

17. (Name) has another dog. Now she has three pets.
cat. he
rabbit.
turtle.
parakeet.
guinea pig.

LESSON IXa - Grade 2

TARGETS:
1. Comparative-superlative with "more - most"
2. Mass nouns: wind, electricity, work
3. Lexical item: either
4. Irregular past: had
5. Noun determiner: kind of
6. Irregular plural: leaves

NOTES:
1. Use names of children.
2. Each child tells what wind and electricity can or can't do.
3. Teacher can give a negative sentence. Calls on a child who concurs, using "either":
   T: I don't like carrots.
   C: I don't like carrots either.
   T: I can't use a pen.
   C: I can't use a pen either.
4. Teacher uses the present tense forms of "have". Children talk about the past, using the same sentences after cue from teacher:
   T: We have a visitor today. ...last week
   C: Last week we had a visitor.
5. Each child has a picture of an object:
   A: What kind of shirt do you want?
   B: I want that kind of shirt.
6. Have each child tell what the best kind of pet, toy, game, fruit, etc., is:
   "The best kind of pet is a dog."
7. Each child can have an object in his hand. Then he puts the object down on a table:
   A: What did Jon have in his hand?
   B: He had a magnet in his hand.
8. Other words that take "more - most" for their comparative-superlative forms: "careful, delicious, useful, powerful, painful, careless, polite".

DIALOGUE:

Electricity

We can't see the wind. But we can see the things the wind does.* It pushes the sailboats. It rustles the leaves of a tree. And it plucks a leaf now and then. It also helps to fly a kite.

Electricity is the same way. No one can see electricity either. But electricity helps people work more quickly. It helps make work easier for people.

A: I saw the most beautiful color TV program last night.
B: Was it more beautiful than a real movie?
A: It was just as beautiful.
B: Is a color TV set more expensive than a black and white one?
A: Yes, it is. It's the most expensive kind of TV set.
B: The pioneers didn't have TV or movies. They didn't have electricity.
A: Yes. They had to work hard.
B: I read the most interesting book about a pioneer boy last year. His life seemed more interesting than mine.
A: But he didn't have an easy life.
B: You're right. His mother cooked over a fire. She didn't have a vacuum cleaner. He read by the fireplace.
A: Electricity sure helps us.
(* Complex sentence. To be introduced as a target later but used here to make the lesson more meaningful.)

EXERCISES:

1. A: This room is more comfortable than the cafeteria.
reading room.
office.
library.
B: Yes, it is. It's more spacious.

2. A: Do you like dogs?
B: Yes, I do. They're more lovable than cats.
enjoyable
playful
loyal
eager

3. This was the most expensive pair of shoes in the store.
purse
sweater
shirt
notebook

4. (Name's) dog is the most ferocious one in Keaukaha.
dangerous
foolish
unusual

5. A banana leaf makes a good umbrella.
A leaf from the breadfruit tree doesn't.
Banana leaves make good umbrellas.
Leaves from the breadfruit tree don't.

6. We need many ti leaves to decorate our garage.
to make a hula skirt.
laulaus.

7. Some leaves are pretty.
shiny.
colorful.
fuzzy.
stiff.
smelly.
soft.

8. The work in second grade makes me dizzy.
tired.
keeps me busy.
frightens me.
is hard.

9. A: How much work did you do yesterday?
B: I did a lot of work. I planted a garden.
" " raked the leaves.
" " washed my dog.
" " helped my mother.
" " fixed my bicycle.
" " did my arithmetic.

10. A: Do you have much homework to do tonight?
B: Yes, I do. But it's easy.

11. Wind pushes sailboats.
brings clouds and storms.
cools and refreshes us.
helps birds fly.
lifts kites.

12. The wind was strong. It knocked down a signboard.
a TV antenna.
a flagpole.
an old garage.
a mango tree.

13. The wind's blowing hard.
scattering the leaves.
rattling the windows.
tugging at my skirt.
tearing the kites.
pushing the sailboats.

14. Electricity helps to run washing machines.
television sets.
refrigerators.
toasters.
irons.

Electricity helps to run fans.
stoves.

15. Electricity is invisible.
powerful.
helpful.
useful.

16. A: How much electricity do you need to run a washing machine?
a stove?
(etc.)

B: I don't know.
You don't need too much electricity.

17. A: Did you ever have a bad dream?
stomach ache?
headache?
toothache?
nightmare?

B: Yes, I had a bad dream last night.
(etc.)

18.

A:	B:		
Did you ever have a pet?	Yes, I had a	puppy	once.
(Repeat question.)		kitten	
		turtle	
		parakeet	
		pony	

19. Yesterday we had mangoes for a snack.
papayas
potato chips
cookies

20. A: I looked into Santa Claus' bag.
B: What did he have in his bag?
A: He had a top. (etc.)
(Teacher gives each child a picture of an object to make the slot substitution.)

21.

A:		B:		
I don't know that	boy.	I don't know	him	either.
	girl.		her	
	song.		it	
	book.			
	street.			

22.

A:		B:
She doesn't have a	pen.	I don't have one either.
	knife.	
	brush.	
	red crayon.	
	ruler.	

23.

A:	B:
What kind of pet do you want? (Repeat question.)	I want a friendly pet. lively cuddly playful

24. This kind of food is more nourishing than that kind of food.
rice — rice.
bread — bread.
cereal — cereal.
milk — milk.

* * * * * * *

LESSON IXb - Grade 2

TARGETS:
1. Irregular plural: sheep
2. Mass nouns: oxygen, wool, shelter
3. Strengthening the use of the comparative-superlative with "more - most"

NOTES:
1. Use names of children.
2. Encourage children to use "more - most" with "interesting, useful, important, careful" in talking about favorite books, stories in the reader, activities, food, etc.:
   A: The President is the most important man in our country.
   B: That's the most interesting book on the shelf. It's more interesting than this book.
3. Children can tell what they think is the most expensive thing in the house or classroom. They can also tell whether it's more expensive than another thing.
4. Practice using mass nouns and irregular plurals:
   A: How much wool does one sheep give?
   B: I don't know. But it does give a lot of wool.
   A: What kind of shelter do sheep need?
   B: They can stay outdoors. In winter they need to stay indoors.
   (Teacher should use her judgment in eliciting the use of some of the mass nouns as they may have limited uses.)

DIALOGUE:

Useful Plants and Animals

We depend on plants and animals. They give us food, clothes, and shelter. We couldn't get along without them.

A: Some plants are more useful to people than others.
B: Yes. And some animals are more useful than other animals.
C: What's the most useful plant in the world?
A: No one can say.
B: All plants give us oxygen. Some plants are food for us.
C: Some plants give us our clothes.
A: Some animals do, too. A sheep's wool keeps us warm. Sheep are important animals. We eat them also.
C: Does that make the sheep more important to us than cows?
B: No, it doesn't. And cows aren't the most important animals either.
A: We should just be thankful for plants and animals.

EXERCISES:

1.

A:			B:	
What do	fishes	breathe?	Fishes	breathe oxygen.
	people		People	
	mongooses		Mongooses	
	rats		Rats	
	cockroaches		Cockroaches	

2. A: How much oxygen do we breathe every day?
use
need

B: We breathe a lot of oxygen.
use
need
I don't know.

3. A: Do fishes breathe much oxygen?
mongooses
rats
cockroaches

B: Yes, they do. But people breathe more oxygen.

4. Oxygen comes from weeds.
bushes.
trees.
lawns.
flowers.

5. Wool is useful for making blankets.
carpets.
clothes.

6. Sheep's wool is thick.
fluffy.
heavy.
oily.
soft.

7. How much wool do they use to make a sweater?
blanket?
carpet?
dress?
coat?

8. The farmer has ten sheep. They give him many pounds of wool.
ten bags of wool.
a lot of wool.

9. We saw a sheep jump over a fence.
two
some
three

10. A: One sheep is sitting under a tree.
following the herder.
drinking water.
crying.

B: Two sheep are wandering among the trees.
jumping over a fence.
eating.
fighting.

11. My house is my shelter.
A snail's shell is its shelter.
turtle's shell
hive is a honey bee's shelter.
cave is usually a bear's shelter.
tree is shelter for some birds.
burrow is often shelter for ants.

12. A tree wouldn't give me much shelter.
lean-to
dog house
coconut tree

13. The most unusual bugs are mantises.
beautiful butterflies.
energetic ants.
bothersome flies.
harmful termites. /fruit flies.
frightening centipedes. /scorpions.

14. This lesson (story, chapter) is important.
It's more important than that one.
It's the most important lesson in the book.

15. Charles is careful.
He's more careful than John.
He's the most careful boy in the class.
(Use other names.)

16. Jane is careless.
She's more careless than Mary.
She's the most careless girl in the class.
(Use other names.)

17. Anthony is helpful.
He's more helpful than Joe.
He's the most helpful boy in the class.
(Use other names.)

18. Cherries are expensive.
They're more expensive than apples.
They're the most expensive things at the fruit counter.

19. Mauna Kea is beautiful.
It's more beautiful than Mauna Loa.
It's the most beautiful mountain on this island.

20\.

A:	A	cow	is the most useful kind of	animal	to have.
		dictionary		book	
		chicken		bird	
		vegetable		plant	
B:	A	mongoose	is the most useless kind of	animal.	
		comic book		book.	
		mynah bird		bird.	
		weed		plant.	

21\.

A	cut	is more painful than a	scratch.
	toothache		headache.
	bee sting		mosquito bite.
My	big brother's punch		my little brother's punch.

LESSON Xa - Grade 2

TARGETS:
1. Past progressive
2. Expletive: it
3. Irregular past: swam, left, heard, went
4. Mass nouns: noise, honey
5. Preposition: around

NOTES:
1. Children can take the parts of narrator, bear, duck, horse, and dog.
2. Variation: Teacher reads the selection and asks questions about the story to elicit complete sentences from the children.
3. If children have difficulty pronouncing the final cluster in "went", concentrate practice on Exercise 23 where "went" is followed immediately by a vowel sound.
4. Teacher asks everyone to perform an action; then asks everyone to stop at once:
   A: What were you doing?
   B: I was rubbing my hands. What were you doing?
   A: I was tapping on the desk.
   (Continue with the next two children.)
5. Do the same thing by asking the children to think about something funny: "What were you thinking about?"
6. Since the use of the expletive "it" is limited, practice will be limited to exercises. Teachers can also elicit the use of "it" by asking about the weather.
7. To elicit the past tense forms, "swam, left, heard, went", teacher can ask questions:
   "Where did you swim last week?"
   "Where did you leave your toys?"
   "What did you hear a while ago?"
   "Where did he go after that?"
8. "Noise" can be both a count noun and a mass noun:
   Count noun: "I heard a noise."
   Mass noun: "How much noise can it make?"
9. Each child can ask another child to move around the room, a particular person, or equipment in a certain way:
   "Tiptoe once around the teacher's desk."

DIALOGUE:

Some Animals Do and Some Don't

It was a beautiful day. A little bear was out alone in the woods. He was looking for something to do. The other little bears were taking naps.

First the little bear listened to the sounds around him. The leaves were rustling and a cardinal was chirping.

The little bear jumped into a pond. He swam and splashed. He made a lot of noise. A duck was swimming in the pond, too. But the duck wasn't noisy.

Little Bear: How do you swim so quietly?
Duck: Some animals do and some animals don't.

So the little bear left the duck's pond. He trudged along. Soon he heard a horse's neigh.

Little Bear: That's a good sound.

He tried to make a neighing sound.

Little Bear: Nn-grr. How do you make that neighing sound?

The horse heard the little bear. He laughed and laughed.

Horse: Some animals do and some animals don't.

The little bear walked on. It was getting late. Soon he came to a tree with honey in it. He climbed the tree and was eating the honey. A dog saw him.

Dog: How do you find honey?
Little Bear: Some animals do and some animals don't.

Then he went on eating.

EXERCISES:

1a. I was at a football game.
Many people were watching.
shouting.
yelling.
screaming.
singing.
jumping up and down.

1b. Some players were running down the field.
tackling the others.
blocking the others.
leaping over the others.

2a. We had a snack at the zoo. We could hear the animals. They were making a lot of noise.

The	bears	were	growling.
	lions		roaring.
	monkeys		chattering.
	parrots		squawking.
	elephants		trumpeting.

2b. A: What were the bears doing?
B: The bears were growling.

3. (Change to the past progressive.)
T: The boy is talking to the girl.
C: The boy was talking to the girl.
CUES: The boy is yelling at the girl.
shouting to
waving to
singing to
The children are studying their lessons.
reading
writing
doing
thinking about
talking about

4. It was a beautiful day in Waimea yesterday.
a lovely day
a fine day
a clear day
It was stormy in Waimea yesterday.
rainy
cloudy
windy
sunny
foggy

5a. It isn't hard to learn to play the ukulele.
trumpet.
drums.
guitar.
It's a long way to the airport.
my house.
the store.
the beach.
the shopping center.
the theater.

5b. It's not far to the airport.
my house.
(etc.)

6. It's warm today.
cold
wet
hot
humid (new word)

7. It's easy to make a mistake.
take a wrong turn.
forget something.

8a. It's raining now.
quiet

8b. Is it raining now? Response: Yes, it is.
quiet No, it isn't.

9. It was warm and sunny on Wednesday.
cold and windy
hot and dry
wet and cold
hot and sticky

10. It's late.
It's 12 o'clock. (etc.)
It's early.
It's only 7 o'clock. (etc.)

11. We watched a duck and a fish swimming in a pool.
The duck swam gracefully. The fish swam fast.
easily. back and forth.
quietly. in circles.
smoothly. into a net.
after some bread.

12. My friend swam for an hour at the beach.
He/She in the pool.
We/They

13.

A:		B:	
Where did you swim	yesterday?	I swam	at Onekahakaha Beach.
	last week?		at Four-Mile.
	last Saturday?		at Kealoha Park.
	after school?		in the bay.

14. (Change to past):
I swim every day. (I swam yesterday.)
My friend swims after school.
The teacher usually swims on weekends.
We swim every afternoon.
The boy swims every day.
The lifeguard swims every morning.

15. The dog left muddy tracks on the porch.
floor.
chair.
rug.
steps.

16.

A:			B:	
When did your	cousin	leave?	He	left yesterday.
	sister		She	
	friends		They	
	aunt			
	uncle			

17. (Change to the past):
T: I always leave my workbooks at school.
C: I left my workbooks at school.
pencils
books
erasers
drawings
crayons

18. A: I left my knife somewhere. Will you help me find it?
coat
pencil
library book
purse
B: Yes, I will.

19.

A:	B:
Did you hear anything?	Yes, I did. I heard a rustling sound.
	crackling
	scratching
	thumping
	tapping

20.

A:	B:
Where did you hear that story?	I heard it on TV.
	on the radio.
	from my friend.
	at school.
	in class.

21. (Change to the past):

T:	C:
I hear a siren.	I heard a siren.
bell.	bell.
an airplane.	an airplane.
a cricket.	a cricket.
a piano.	a piano.
They hear someone singing.	They heard someone singing.
running.	running.
coughing.	coughing.
crying.	crying.
laughing.	laughing.

22. T: I heard something. It was a cat chasing rats.
mynah bird on the roof.
mongoose in the bushes.
dog fight.
C: I heard a cat chasing rats.
mynah bird on the roof.
(etc.)

23. A: B:
Where did the little dog go? It went after its mother.
cat off somewhere.
duck into its box.
chick under the car.
house.
around the corner.
among the trees.

24. I went to visit my grandmother yesterday.
my aunt
the zoo
my friend
my cousins

25. Our class went on a field trip yesterday.
We went to the bakery.
airport.
supermarket.
to Miko.
to Dairymen's.

26. My mother went to Honolulu yesterday.
Kona
the doctor's
the dentist
Waimea
the fair
the hospital

27. A: How much noise does a truck make?
car
an airplane
lawnmower
gun
cannon

B: A truck makes a lot of noise.
(etc.)

28. Noise makes me uncomfortable.
nervous.
angry.
talk louder.

29. Loud noise hurts our ears.
keeps us from hearing other things.
bothers everyone.
makes us cover our ears.

30. A: Does a/an alarm clock make much noise?
rabbit
siren
mongoose
fire alarm
monkey
whistle
rooster
mynah bird
B: Yes, it does. It makes a lot of noise.
No, it doesn't. It doesn't make much noise.

31. Honey is sweet. It's sticky too.
thick. messy
clear. gooey
delicious.

32. A: B:
Is honey good with bread? Yes, it is. I like it with bread.
crackers? crackers.
biscuits? biscuits.
pancakes? pancakes.
cereal? cereal.

33. We always use a lot of honey (at our house).
like
eat
have
keep

34. The boy walked around the car.
He
hole.
pool.
puddle.
garden.

35. The big dog followed him around the block.
building.
corner.
school.
airport.

36. He looked around the corner.
room.
yard.

LESSON Xb - Grade 2

TARGETS:
1. Irregular plural: scissors
2. Mass nouns: fun, paste
3. Strengthening the use of the past progressive

NOTES:
1. Substitute names of children.
2. Each child can either describe his scissors or tell what he uses them for, or ask another child where his scissors are (or where his "pair of scissors" is).
3. Each child tells what is fun to do: "Swimming is fun."
4. Ask each child the question: "What was your father/mother/etc., doing when you got home from school yesterday?" (To elicit past progressive.)
5. "Scissors" takes a plural verb, whether referring to one or more than one. But when the determiner phrase "pair of" is added, the word takes a singular verb and a singular pronoun.
6. Let's Go Back in Time: Each child tells what he or his family was doing at a particular time in the past. Teacher can give the cue:

   T: ... 2 o'clock last Saturday.

   C: My brother and I were swimming at Onekahakaha Beach.

DIALOGUE:

Making Puppets

The second graders were making puppets one day. They were using scissors, paste, colors, and paper bags. They were planning to give a puppet show. They were going to do the story of the three bears.

A: Your class was working so hard this afternoon. What were you doing?

B: We were making puppets. Some of us were practicing our lines.

A: What lines?

B: The story of the three bears.

A: Oh. Why were you making puppets?

B: We're going to have a puppet show for the first graders.

A: That sounds like fun. It's always nice to share something with another class.

B: Yes. And it was fun making those puppets. Each of us made four puppets. I almost spoiled my puppets. My scissors weren't sharp enough. But I borrowed Kawehi's scissors. They were better than mine.

A: Are you all ready for the puppet show?

B: Not yet.

EXERCISES:

1. I borrowed (Name's) new scissors.
old
tiny
fingernail
toenail
heavy

2. We have one pair of scissors.
a pair of
some
two (etc.) pairs of

3. Those scissors are sharp.
These
dull.
rusty.
long.
loose.
noisy.

4. This pair of scissors belongs to (Name).
That pair of
Both pairs of belong
All three pairs of

5.

A:	B:
Was it fun going to the zoo?	Yes, it really was.
beach?	It was a lot of fun.
airport?	loads of
bakery?	
department store?	

6. It's fun to make puppets.
Christmas cards.
paper dolls.
model airplanes.
masks.

7. A: Is swimming more fun than pulling weeds?
catching crabs
running races
riding the swings
climbing trees
fishing

B: Of course it is. It's a lot more fun.

8. I like to eat paste. It tastes good.
like poi.
sweet.
funny.

9. My paste is dry.
gooey.
runny.
lumpy.

10. A: Whose paste is this?
B: It's mine.
A: May I borrow it?
use
take
B: Yes, you may borrow it.
(etc.)

11. This morning we saw some dogs at school.
They were playing under the porch.
sitting
lying
running
sleeping

12. T: ...carry
C: The boy was carrying a big box.
T: ...pull
C: The boy was pulling a big box.
CUES: empty
kick
pound
smash

13. (Name) was pulling some weeds.
They were
He/She
(Name) and his brother
The children

14. (Change to the past progressive.)
a. The woman is waiting at the store.
The children are
They
b. (Name) is making a puppet.
He/She
The students are
c. The girl is swinging.
Some boys are playing with marbles.
A boy is standing in the doorway.
Ten students are doing the hula.

LESSON XIa - Grade 2

TARGETS:
1. Expletive: there
2. Preposition: near
3. Noun determiner: lots of

NOTES:
1. Teacher can show just one child a picture with one or more than one object. Another child asks that child: "What's in the picture?" Second child answers: "There's a ______. /There are ______."
2. Each child tells who's near him at the moment, or who lives near him: "James is near me." "Annette lives near me." Or child tells who's near James: "Lynette's near James."
3. Teacher holds up a picture of mass nouns already introduced, or plural count nouns. Child tells that he has or uses or eats "lots of" that particular item: "I have lots of marbles at home."
4. "Hallucination" -- Tell children to imagine impossible happenings and tell each other about them. Begin with "There is" or "There are":
   A: There are space ships outside.
   B: There's an elephant on Mrs. Chow's shoulder.
5. To elicit anticipatory subject "there": Teacher places various objects on a table or shelf. There should be single objects and also several of the same object (a ruler, several pencils, several books, one ball, etc.). Call on each child to tell what's on the table with the caution that if there's more than one of the item, he should give the number:
   A: There's a ruler on the table.
   B: There are three pencils on the table.

DIALOGUE:

Visitors to Hilo

There are many jets coming to Hilo every week. They bring visitors to Hilo. There are many new hotels to take care of these tourists. There are many people working to take care of them.

A: Is there a jet coming in from the mainland tonight?

B: Yes, there is. There's one coming in every night at eleven o'clock. Why do you ask?

A: My uncle drives a tour bus. He has to meet the jet tonight. He promised to take me with him. Are there a lot of/lots of people on the jet every night?

B: I don't know. But there are a lot of tourists in Hilo.
A: How do you know?
B: My brother and I were fishing near Coconut Island yesterday.
We saw lots of tourists walking around.
A: There are lots of hotels near there.

EXERCISES:

1a. There are lots of jets coming to Hilo.
people
tourists
visitors

1b. There's a mosquito on the wall.
butterfly
ladybug
spider
fly

2a. (Change to "There's ..."):
T: Is there a book on that table?
C: Yes. There's a book on the table.
CUES: Is there a notebook on the shelf?
a scrap of paper on the floor?
a pencil under the table?
an eraser on your desk?

2b. (Change to "There are ..."):
T: Do I see two books on the table? ...three
C: No. There are three books on the table.
CUES: Do I see three pens on the floor? ...two
some scissors on the counter? ...no scissors
some purses near the sink? ...no purses

3a. (Change to questions):
T: There are some chores to do.
A: Are there some chores to do?
B: Yes, there are.
CUES: There are some books to put away.
some visitors coming.
some papers to hand out.

3b. T: There is a new building at school.
A: Is there a new building at school?
B: Yes, there is.
CUES: There is a dog on the porch.
a good movie today.
a new fourth grade teacher this year.

4. A: What's in your basket?
B: Let's see. There are apples in my basket.
beans
There's a banana
a pumpkin
an orange
There are pineapples
peaches
mangoes
dates

5. Keaukaha School is near the ocean.
sewage plant.
airport.

6. There's a large mango tree near my house.
park
supermarket
good beach
school
laundromat

7. Don't go near that dog. It bites.
goose.
parrot.
pig.
mongoose.
sheep.

8.

A:	B:
Look outside.	I see a dove near the swings.
What do you see?	a dog near the cafeteria.
(Repeat both lines)	a JPO near the flagpole.
	a bike near the jungle gym.
	a car near the telephone pole.
	the Bookmobile near the hall.

9. I want to sit near the chalkboard. I can see better.
near the door. It's cooler.
near the windows. I can look out.
near Beverly. She's helpful.
near the teacher. I like her.

10a. We saw lots of people on Banyan Drive yesterday.
tourists
cars
buses

10b. There were lots of trees in Liliuokalani Park.
birds
children
Japanese lanterns

11. We saw lots of planes at the airport.
ladies selling leis.
people carrying suitcases.
people wearing leis.

12a. We visited the Volcano yesterday.
There were lots of ferns in the forest.
flowers
wild orchids

12b. There were lots of tour groups.
visitors.
cars.
buses.

13. We had lots of fun at the picnic.
food circus.
fair.
birthday party.
luau.

* * * * * * *

LESSON XIb - Grade 2

TARGETS:
1. Noun substitutes: any, most
2. Noun determiners: kinds of, several
3. Irregular past: ate

NOTES:
1. Other children's names can be used.
2. Teacher can have pictures of selected mass nouns and any count nouns as she asks each child the question:
   T: What did you eat last night?
   C: I ate a bowl of cereal.
   (The reason for the pictures is to limit the use of mass nouns to only those that have already been introduced.)
3. Teacher asks each child: "Where are all the ______?"
   C: John has most of them. Mike has some. I don't have any.
4. Using the same pictures as #2 cues, children can practice these patterns: "I don't have any cereal left in my bowl. I ate most of it."
5. Teacher shows pictures of count nouns as cues:
   A: I have one banana. But Victor has several bananas.
   B: They are different kinds of bananas.

DIALOGUE:

Buying Food

There are many different kinds of food to eat. We buy most of our food at the supermarket.

The man at the supermarket buys the food from different places. Some of the food comes from the mainland by jet. Some of the vegetables come from Waimea by truck. So does some of the meat. Most of the canned food comes by boat. It comes from several different places.

Mother: Victor, will you please get ready. I'm going shopping. I want you to come with me.

Victor: Okay. What will you buy?

Mother: I'm making a list now. Come and help me. Is there enough milk left for supper?

Victor: No, there isn't. There's only half a quart in the refrigerator.

Mother: Then we'll need to buy a carton of milk. How much lettuce is there in the refrigerator?

Victor: There isn't any left. And there aren't any oranges left. We ate all the lettuce and oranges at lunch.

Mother: There's a sale at the supermarket today. I can buy lots of food.

EXERCISES:

1.

A:		B:
Do you have any	pets?	No, I don't have any.
	marbles?	
	balloons?	
	puppets?	
	dolls?	
	baseball mitts?	

2. A: I ate all the bananas in the bowl.
   B: Are there any in the refrigerator?
   A: No, there aren't. (Name) is going to buy some.
   CUES: I ate all the grapes in the bowl.
   apples
   oranges
   guavas
   lichees

3. (Change to the negative.)

A:	B:
I have some toy cars.	I don't have any.
lollipops.	
kites.	
puzzles.	
masks.	
fishing poles.	

4. (Change to the negative.)

T: He wants two boxes of pencils. ...she
C: She doesn't want any.
T: They want some bread. ...we
C: We don't want any.
T: (Name) wants four cans of mushrooms. ...I
C: I don't want any.
CUES: She wants two boxes of paper clips. ...I
I want two cartons of ice cream. ...we
She wants some lettuce. ...he
The children want some honey. ...we
They want two cartons of milk. ...she

5. Most of the children are going to the puppet show.
listening to the teacher.
doing their arithmetic now.
eating now.

6. (Change to the affirmative.)

A:	B:
Some of the students don't like papayas.	Most of the students like papayas.
guavas.	guavas.
lichees.	lichees.
grapes.	grapes.
melons.	melons.
ice cream cones.	ice cream cones.

7.

A:	B:
What did you do with the peanuts?	I ate most of them.
mints?	I shared some with (Name).
bananas?	
cookies?	
brownies?	

8. There are many different kinds of food to eat.
games to play.
songs to sing.
books to read.

9.	We saw	two (etc.) kinds of	airplanes	yesterday.
		many	boats	
		several	racing cars	
		different		

10.	A:			B:
What kinds of	toys	do you have?	I have	dolls and trucks.
	flowers			roses and gardenias.
	birds			mynah birds and doves.
	fishes			goldfishes and guppies.
	pets			dogs and cats.

11.	He sells many different kinds of	bread.
		ice cream.
		milk.
		cereal.

12.	A:		B:
Do you have any	apples?	I have several	apples.
	oranges?		oranges.
	books?		books.
	friends at school?		friends at school.

13.	She	called	him several times.
		waved to	
		thanked	
		kissed	
		tickled	
		asked	
		shoved	

14.	We	ate	several kinds of	food	at the luau.
		played		games	
		saw		dances	
		heard		songs	

15a.	A:		B:	
How much	meat	did you eat?	I ate a lot of	meat.
	poi		lots of	poi.
	bread			bread.
	cereal			cereal.
	honey			honey.
	ice cream			ice cream.

15b.	A:		B:	
How many	hot dogs	did you eat?	I ate a lot of	hot dogs.
	guavas		lots of	guavas.
	sandwiches			sandwiches.
	cookies			cookies.

16. I ate a whole papaya by myself yesterday.
watermelon
loaf of bread
can of peaches
sack of peanuts
pie

17.

A:	B:
Where did you eat yesterday?	I ate at school.
(Repeat the question)	in the cafeteria.
	at home.
	at the drive-in.

18.

A:	B:
What did you eat this morning?	I ate four crackers.
	two guavas.
	a piece of raisin bread.
	a bowl of hot cereal.

LESSON XIIa - Grade 2

TARGETS:
1. Tag questions
2. Noun substitute: much
3. Mass noun: air

NOTES:

1. It may be difficult to elicit tag questions independently. Teacher can provide questions with tags as models. They can be tag questions about where the children live, what they like or dislike, or what they did. If the statement is affirmative, the attached question is negative; if the statement is negative, the attached question is affirmative. The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. The person asking a question beginning with a negative statement expects a negative answer. However, the person responding may either agree or disagree.

   Examples:
   T: You live on Pua Street, don't you?
   C: Yes, I do. /No, I don't live on Pua Street.
   T: John isn't here, is he?
   C: No, he isn't. /Yes, he's here.
2. Refer to the Pronunciation Section of the Manual for intonation patterns to use with tag questions.
3. The dialogue and Exercise 6 are marked with intonation patterns. The teacher should adhere to these patterns until the children are familiar with them. She may then vary the emphasis, but the intonations on the tag questions should not be varied.
4. Have children ask tag questions by using pictures to help:
   A: He's a pretty dog, isn't he?
   B: They're busy, aren't they?
5. A Game: Teacher gets an object from each child, mixes them all up and then gives one to each child. The children address the persons they think are the owners of the articles:
   A: This is your eraser, isn't it, Philip?
   B: Yes, it is. /No, it isn't.
   (Three guesses are allowed.)
   Or have a "shadow play," using a flashlight. Child casts a shadow of an animal, etc., by using hands. Another guesses what figure is depicted:
   "It's/That's a rabbit, isn't it?"
   The first child replies, "Yes, it is," or "No, it isn't."

6. Ask children to talk about "air": properties, uses, and importance to living things.
7. Each child asks another child the question:
   A: How much meat do you need?/have?/eat?
   B: I don't need/have much.
   CUES: milk, food, rice, ice cream, lettuce, paper, water, cereal, honey
8. For extra material use "Sneezing" by Marie Louise Allen. Brown, Helen Ada, *Read-Together Poems*. Evanston, Illinois: Row, Peterson, 1961, p. 55.

DIALOGUE:

Water in the Air

There's much water all about us. There's water in the ocean and water underground. There's a lot of water in the air. Much of the water in the air comes from the ocean. Some of it comes from plants. Water from rain puddles goes into the air.

A: It rained hard last night, didn't it?

B: It sure did. There are a lot of puddles outside now, aren't there?

A: Yes. But they'll disappear in no time, won't they?

B: I don't know. Where does the water go? Do dogs drink up all the water in the puddles?

A: No, they don't. Some of the water goes underground. Much of it changes into a gas and goes into the air.

B: Oh. That's interesting, isn't it?

A: Yes, it is. We learned all about water and clouds

during our science periods.

EXERCISES:

(Notes:
1. If the children have difficulty, have them first say the sentences without the tag and then add the tag.
2. Go through the exercises using the falling intonation first. When the children are familiar with this pattern, go through the exercises again using the rising intonation. Then finally combine both patterns.)

1a.

	A:		B:
It's	hot	today, isn't it?	Yes, it is.
	cold		No, it isn't.
	windy		
	sunny		
	rainy		

1b.

A:			B:
(Name's)	very helpful,	isn't she?	Yes, she is.
He's	leaving tomorrow,	he?	No, he isn't.
She's	lots of fun,		Yes, she is.
	your friend,		

1c.

A:				B:
You're	going to the	picnic,	aren't you?	Yes, I am.
They're		movies,	they?	Yes, they are.
		puppet show,		No, I'm not.
		fair,		No, they're not.

2a.	A:	(Boy's name)	likes to	play.
		(Girl's name)		swim.
		(Name and Name)	like	fish.
				sing.
	B:	(Name)	likes to	play too, doesn't he?
		They	like	fish too, don't they?
				(etc.)
2b.	A:	(Name and Name)	like to	jump rope.
				eat ice cream.
				fight.
				tell stories.
	B:	(Name), you like to		jump rope, too, don't you?
				(etc.)
	C:	Yes, I do.		
		No, I don't.		

3.

A:	B:
(Name), you'll play with me, won't you? help me, take us, let me ride.	Yes, I will. No, I won't.

4a. You can jump like a rabbit, can't you
off the chair,
over the fence,
into the pool,
around the tree,
from the porch,

4b. You can't sing like me, can you?
run fast,
hit the baseball,
play football,

(Replies to above can be, "Yes, I can," or "No, I can't.")

5a. There's a lot of water in the ocean, isn't there?
water in the air,
milk in the refrigerator,
lumber in the yard,

5b. There are many stars in the sky, aren't there?
clouds
sharks in the ocean,
whales
dogs in the yard,
children

(Replies to above can be, "Yes, there is/are," or "No, there isn't./aren't.")

6. (Create situations for the following short dialogue.)

Big Brother:

You didn't finish your arithmetic, did you?
eating your vegetables,
cleaning your room,
putting away your toys,
weeding the garden,

Little Brother:

No, I didn't. But you're not going to tell Daddy, are you?

Big Brother:

Don't worry. I'm not.

7. Much of our rice comes from the Mainland.
cereal
paper
syrup
honey
food
clothing
lumber

8. A: How much water was there? B: Not very much.
milk
ice cream
rice
poi
bread
candy

9. The air in this room is cool, isn't it?
hot,
stuffy,
cold,
warm,
fresh,

10. We fill toy balloons with air.
weather balloons
bicycle tires
car tires
truck tires
swim rings
air mattresses
inner tubes

11. We fill our mouths with air. Then we blow it out.
lungs

LESSON XIIIa - Grade 2

TARGETS:
1. Complex sentences
2. Irregular past: fell, drank, thought, found
3. Mass noun: kerosene
4. Reflexive pronoun: himself

NOTES:
1. Substitute names of children.
2. Have an overturned box on the table with objects under it. One child goes up to look under it, chooses something, and tells the class: "I found a _____ under the box." Next child goes up.
3. One child asks another child the question: "How much milk/water did you drink yesterday?" Second child gives an appropriate answer: "I drank two glasses of milk yesterday."
4. Teacher can use the same objects as #2 and can drop one object at a time. Children tell what fell:
   T: Did something fall off the table?
   C: Yes, a pencil fell off the table.
5. Children are asked to make believe a situation where they see or hear something weird. They tell the class about it, using this pattern:
   "I heard a buzz. I thought it was a bee. But it wasn't.
   It was a giant fly."
6. Since "kerosene" is not a high frequency word, too much time needn't be spent on it. Children can talk about kerosene--its properties and its uses:
   A: Kerosene looks like water. It has a strong smell. Water doesn't.
   B: Kerosene burns.
   C: We use kerosene in lamps.
7. For eliciting complex sentences:
   a. Ask children to say what they would wish for if they had a wishing ring. Or where they would go if they could fly: "If I could fly, I would go to the moon." "If I had a wishing ring, I would wish for a boat."
   b. Ask children to say what they'll do when they grow up: "When I grow up, I'll be a nurse."
   c. Ask children what TV show they like best: "The TV show I like best is 'Bewitched.'"
   d. Ask children to say why they like or don't like to do something: "I like to go to the fair because I can ride the Ferris wheel."

8. Each child tells what his little brother can do by himself: "My brother can dress himself."
Or pictures of a little boy performing various tasks can be shown. Each child tells what the little boy can do by himself: "He can take a bath by himself."
9. For extra material refer to the following:
    a. "The Animal Store" by Rachel Field. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 46.
    b. "Five Little Chickens", Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 11.

DIALOGUE:

Safety at Home

There are many rules we follow in school. There are safety rules and behavior rules. There are also safety rules to follow at home. But we don't always remember them.

A: We like playing with toys but we don't leave them on the steps.
B: Yes, that's right. When I left my toy truck on our steps, my father tripped over it.
A: Did he hurt himself?
B: No. He fell down but he didn't hurt himself.
A: My little brother got sick when he drank from a bottle in the closet. He thought it might be good, but it wasn't.
B: What was it that he drank?
A: It was kerosene. We had to take him to the doctor when we found out.
B: If we don't know what something is, we mustn't drink or taste it.
A: That's a good rule to remember.

EXERCISES:

1. I spanked my dog because he was naughty.
    chewed my slippers.
    jumped on me.
    scratched me.
2. I'll be your friend if you let me play with you.
    borrow your hula hoop.
    read your book.
    ride your bike.

3. The J. P. O. scolds us when we fight.
My teacher run on the porch.
My mother play by the cars.
don't cross at the crosswalk.

4a. Tell us what you do every day.
your pet does
your friend
your mother

4b. (Children called on could demonstrate.)
Show us how you pick coconuts.
sew leis.
tie your shoelaces.
catch a fish.

5. I like the shirt (that)* you're wearing today.
dress
shoes
slippers
(* Optional: less formal without.)

6. I saw a mango fall. It fell during a rainstorm.
guava
papaya
blossom

7. He fell into the hole.
out of the crib.
puddle.
wagon.
car.

8. A: The cowboy fell off the horse.
B: He scratched himself when he fell down.
bumped his head
sprained his ankle
scraped his knee

9. I fell off my stool when he scared me.
yelled "boo!"
shouted.
poked me.
slammed the door.

10. The man was thirsty. He drank a glass of water.
milk.
Coke.
Pepsi.

11. (Change to the past.)
T: I drink a lot of milk every day.
C: I drank a lot of milk yesterday.

4

CUES: She drinks a pint of milk every day.
They drink six glasses of water every day.
(Name) drinks two cartons of milk every day.
We drink milk with our lunch every day.

12. It was hot on the farm. The animals were thirsty.
The cows drank some water from the pond.
horses barrel.
pigs bucket.
chickens bowl.
ducks pond.

13. (Change to the past.)
T: He thinks about you every day.
C: He thought about you yesterday.
CUES: She thinks about fishing every day.
They think about ice cream every day.
We think about the beach every day.

14. A: B:
I thought I heard strange noises. I thought so, too.
footsteps.
dogs barking.
dishes falling.

15. I thought my friend was calling me, but he wasn't.
the J. P. O.
the principal
the policeman

16. A: B:
What did you find? I found a coin.
(Repeat the question.) shell.
centipede.
quarter.
purse.

17. A: B:
Where did you find it? I found it on the porch.
(Repeat the question.) shelf.
table.
windowsill.
counter.
tray.

18. When I was walking to school this morning, I found a penny.
dime.
button.
toy.
pin.

19. I found a mantis when they mowed the lawn.
centipede
beetle
moth
20. Kerosene looks like water.
smells bad.
21. Kerosene is useful. We use it to start fires.
remove paint spots.
kill weeds.
clean paint brushes.
22. A: Do you have any kerosene at your house?
B: Yes, we do. We have a can of kerosene.
two cans
one gallon
two gallons
23. The little boy played by himself.
ate
fished
walked
24. He talks to himself.
sings
hums
reads
grumbles
25. He scratched himself with his fingernail.
cut scissors.
burned a match.
jabbed pencil.
26. (Three-way conversation):
A (asks "B"): Did John make it himself?
he find
read
get
finish
grow
B (asks "C"): Did you make it yourself?
find
(etc.)
C (to "B"): Yes, I did.
No, I didn't. (Name) helped me.
B (to "A"): Yes, he made it himself.
found
(etc.)
No, he didn't make it himself.
(etc.)

LESSON XIIIb - Grade 2

TARGETS:
1. Mass nouns: grass, hair
2. Preposition: through
3. Strengthening the use of complex sentences
4. Strengthening the use of the expletive "there"

NOTES:
1. The complex sentences are underlined in case further practice is needed.
2. The teacher can ask questions to vary practice in using the sentences:
   "What does the story explain?"
   "What does the spider tell the people?"
   "Where does a spider like to walk?" (etc.)
3. Each child says whose hair he likes and why:
   "I like Brenda's hair because it's curly."
4. Can You Do It?: One child asks another if he can walk or see "through" something. The reply must be a short and a long answer. If the reply is negative, the child adds what he can walk or see through:
   A: Can you see through the window?
   B: Yes, I can. I can see through the window.
   A: Can you walk through a wall?
   B: No, I can't. But I can walk through a spider web.
5. Each child tells what he would do if he ever met a ferocious animal face-to-face. Teacher can give the names of the animals:
   T: What would you do if a lion walked into this room?
   C: I would jump into the closet if a lion walked into this room.
   (Ask children to repeat the condition so that they will use complex sentences.)
6. Each child tells what he could do if he could be something or someone else:
   "If I could be a plane, I could look down from the sky."
7. Each child tells what he does or should do when he or his pet is sick (has a cold, stomach ache, etc.):
   "When I'm sick, I sleep all day."
8. A child can pantomime the story to make it more meaningful.

DIALOGUE:

An African Tale

There's an African story that many children like to hear. It explains why the spider has a bald head.

In the story, the spider is a greedy fellow. He likes to eat.

One day the spider's helping to plant rice. The smell of beans cooking makes him hungry. He creeps into the house to steal some beans. He puts the hot beans into his hat to carry away. Suddenly many people come in. So he places the hat full of beans on his head. The beans are hot so he hops up and down. He tells people that he's doing the hat-shaking dance.

The beans are so hot the spider finally has to take off his hat. The beans spill on the ground. All the people laugh at the spider.

Now there's no hair on his head. It's as bald as an egg. He's so ashamed that he crawls in the grass. That's why the spider is bald and still likes to walk through grass.

(Adapted from Arkhurst, Joyce C. *The Adventures of Spider.* Boston: Little, Brown & Company, 1964.)

EXTRA MATERIAL:

On An Island (Tune: "Clementine")

On an island, in a valley
In a farmhouse far away
Lives a farmer and his daughter
And I often hear him say:

"Oh, my daughter, oh my daughter
Oh my daughter, Clementine.
If you ever leave this island
I will miss you, Clementine."

In a ship, on the water
Clementine now sails away
As she sails upon the ocean
We can hear her softly say:

"Oh my father, oh my father
I'm so sorry I can't stay
I'm going off to see the city
I'll come back again some day."

(From: Bender, Byron and Gregory J. Trifonovitch. A Manual for Teachers of English in the Trust Territory of the Pacific Islands, Department of Education, Trust Territory of the Pacific Islands, August, 1965.)

2. "The Tree in the Wood", Oberndorfer, Anne Faulkner. The New American Song Book. Chicago: Hall & McCreary Company, 1933-1941, p. 116.
("Grass" may be substituted for "leaves" and the superlative for each verse could be different: branch-thickest, nest-biggest, egg-roundest, yolk-yellowest, bird-daintiest, wing-prettiest, feather-fluffiest.)

EXERCISES:

1. The grass grows fast.
needs water.
tickles my feet.
hides the bugs.
2. There's a lot of grass in the lawn.
park.
playground.
golf course.
3. Grass is food for grasshoppers.
beetles.
goats.
sheep.
cows.
4. The grass around our house is tall.
dry.
green.
pretty.
full of weeds.
5. He's mowing the grass.
cutting
planting
watering
running on
rolling on
6. Her hair is brown. Mine is black.
His curly. straight.
long. short.
shiny. dull.

7. Some children have red hair.
blond
curly
wavy
8. Her hair is curlier than mine.
thicker
longer
darker
shorter
9. My hair is messy. I have to comb it.
dirty. wash
tangled. brush
long. cut
straight. curl
10. The neighbor's dog dashed through the garden.
Our cat garage.
My house.
A flowers.
11. We're making believe we're taking a bus trip.
Now we're going through a tunnel.
fern forest.
ghost town.
papaya farm.
bakery.
12. He walked through the bushes.
galloped tall grass.
tiptoed house.
sneaked park.
It scampered field.
darted hole in the fence.
13. A boy poked his head through the window.
dog bushes.
chick eggshell.
bird cage.
14. I can't see through this window.
your glasses.
these binoculars.
15. The dog jumped through the hula hoop.
Brenda
The clown
My brother
16. We won't start until you come.
I play
watch TV
go fishing

	A:	B:
17.	Don't forget to buy potatoes when you go to the store. milk bread carrots cereal rice lettuce	No, I won't.

18. (Setting: "Where's (Name)?")
I think he's not coming to school.
she's
hiding under the table.
going to the office.
still playing outside.

19a. I brush my teeth before I go to bed.
take a bath
feed my dog
say my prayers
play with my brother
sister

19b. (Same idea expressed another way):
I go to bed after I brush my teeth.
take a bath.
feed my dog.
say my prayers.
play with my brother.

20. A: Do you want to see the toy I got for my birthday?
dog
game
bike
sweater

B: Yes, I do.
Not now, but later.

21. He saw a bicycle that he wanted.
found
got
showed us
pointed to
told us about

22. They thought they heard the school bell.
fire alarm.
tidal wave warning.
ship's horn.
recess bell.

23. It rained while we were at the store.
park.
beach.
24. There are some people sitting in the restaurant.
buying tickets.
picking up suitcases.
standing at the gate.
getting on the plane.
watching the game.
25. There's a man selling tickets.
taking tickets at the gate.
waving to the pilot.
driving a truck.
26. There's a plane taking off.
landing.
loading.
waiting to take off.
big jet coming in.
27a. There's a new boy in our class.
bee on your head.
guava on the ground.
hole in your shoe.
surprise for you.
27b. There are many boys in our class.
bees on that tree.
guavas on the ground.
children at our school.
people at the shopping center.

SEQUENCE OF LESSONS FOR GRADE THREE

Lesson Number
and Name .... Page

Ia. 571
Part 1 - A New Boy
Part 2 - A New Girl

Ib. 574
Part 1 - Baseball
Part 2 - An Electrician

IIa. 576
Part 1 - A Tree House
Part 2 - A Surprise

IIb. 579
Helping Father

IIc. 582
Part 1 - A Tag Game
Part 2 - A New Boy at School

IIIa. 586
Our National Anthem

IIIb. 588
Part 1 - The First Jet Ride
Part 2 - You Are There
Part 3 - You Are There

IIIc. 591
Part 1 - Staying With a Friend
Part 2 - A Birthday Party

IVa. 594
The Body

Lesson Number
and Name

Page

IVb. 597
Fire Prevention

IVc. 600
Part 1 - The County Fair
Part 2 - The Bicycle

IVd. 604
Cells

Va. 608
Part 1 - School
Part 2 - Hula Lessons

Vb. 611
Part 1 - Good Manners Are Important
Part 2 - The Library

Vc. 614
Part 1 - A Fable -- The Goose With the Golden Egg
Part 2 - The Earth

VIa. 619
Swimming Lessons

VIb. 623
A Building Set

VIc. 627
A New House

VId. 633
A Pet Guinea Pig

VIe. 636
School Rules

Lesson Number and Name Page

VIf. 639
Bicycle Rules

VIIa. 643
A Picnic Lunch

VIIb. 646
Lost and Found

VIIc. 648
Shelter From the Rain

VIIIa. 652
Transportation

VIIIb. 655
The Concrete Mixer

IXa. 660
Books

IXb. 662
Dental Health

Xa. 666
Saturday

Xb. 671
Sharing

XIa. 674
Simple Machines

XIb. 678
The Merry Monarch Festival

XIIa. 681
Wool

Lesson Number
and Name   Page

XIIIa. 689
My Five Senses

XIIIb. 694
Posture

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Ia	Nominative pronouns	I, he, she, it, we, they, you	Hello, I'm a new boy here. She's a third grade teacher. They're lucky. I like this school. She's the other third grade teacher.
	Linking verbs	am, is, are(contracted)	
	Determiners	a, the	
	Lexical item	like	
Ib	Determiner	an	He's an excellent pitcher.
IIa	Interrogative linking	Is ________?	Is it for you? Yes, it is. Is it really mine? Let's build a treehouse with it. The hammer's too heavy for me. I have an old metal sheet at my house. Let's build it in the mango tree.
	Affirmative predicate substitute		
	Noun substitute	mine	
	Objective pronouns	you, it, me	
	Prepositions	at, in, for, with	
	Lexical item	have	
IIb	Objective pronouns	him, her, them	Patty's not with him. Jim, please call her right away for me. I need them. Are Jim and Patty in the house? No, they're not. I need you three.
	Interrogative linking	Are ________?	
	Negative linking		
	Negative predicate substitute		
	Noun substitute	three	
IIc	Objective pronoun	us	They chase us. Hold on to my waist. Am I your partner?
	Preposition	to	
	Interrogative linking	Am I ________ ?	
IIIa	Affirmative declarative present progressive		He's watching the fort from the ship.

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IIIa	Prepositions	on, from, over	Francis Scott Key's on a ship. It's flying over the fort.
IIIb	Preposition Interrogative present progressive Affirmative predicate substitute	into Is ________?	The man's loading your suitcase into the jet. Is your plane flying directly to Los Angeles? Yes, it is.
IIIc	Interrogative present progressive Negative declarative present progressive Infinitive Negative predicate substitute Noun substitute	Are ________? much	Are you studying now? No, I'm not. We aren't going to miss much at the park.
IVa	Prepositions Noun determiner Noun plurals Strengthening the use of linking verbs in the declarative and interrogative forms	like, of each /-z, -s, -əz/ endings	A bone's like a board in a house. This brain's sending messages to all parts of your body all the time. Each muscle is strong and springy. Our bodies are wonderful machines.
IVb	Interrogative "did" Declarative "did" (negative) Noun determiner	another	Did you understand that part about bad wires causing fires? I didn't know about the different causes of fires.

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced General Target	 Specific Target	Typical Sentences from the Lesson
IVb	Possessive pronoun	their	Often another cause of fires is boys and girls playing with matches. Let's ask the boys and girls to check under their houses, too.
	Prepositions	about, under	
	Lexical item	ask	
IVc	Past tense	/-t, -d/ endings	I tried to ride the ponies but the line was too long. They looked funny. I went to see the main show. They were so different. Did you want to see him? We stayed there about an hour.
	Irregular past	went, was, were	
	Predicate substitute "did-didn't"		
	Lexical items	want to, stay	
	Strengthening the use of interrogative "did"		
IVd	Past tense	/-əd/ ending	Then they reported to the class. They read books. Our bodies contain a lot of cells. They multiply by splitting in two.
	Irregular past	read	
	Noun determiner	a lot of	
	Noun substitute	two	
	Preposition	by	
Va	Interrogative "do-does"		Does your little brother like nursery school now? No, I don't. Yes, he does. He doesn't cry every morning any more. I had to sit in the classroom with him.
	Predicate substitute "do-does" ("not" contracted)		
	Negative declarative "do-does" ("not" contracted)		
	Irregular past	had	

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Vb	Lexical item	also	I sometimes forget also. He shares his things and takes his turn. He uses good table manners.
	Third person singular present tense	/-z, -s, -əz/ endings	
Vc	Affirmative declarative "do-does"		But to his great surprise, he does find something there. Doesn't he think that one golden egg a day is enough? One of solid gold. They dance around the kitchen. He rushes into the house and tells his wife about the egg.
	Negative interrogative "do-does"		
	Noun substitute	one	
	Preposition	around	
	Lexical item	tell	
	Strengthening the use of the third person singular present tense		
VIa	Modals: a. May (to ask permission) - interrogative, predicate substitute b. Can - interrogative, predicate substitute, affirmative and negative declarative c. Will - affirmative declarative		May I go with you? Yes, you may. Can you swim? No, I can't. I can swim pretty well. I can't go this week. I'll be glad to help you. I took swimming lessons.
	Irregular past	took	

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIb	Modals: a. Will - negative declarative ("not" contracted), interrogative, predicate substitute b. Shall - interrogative (with first person pronoun)		We won't have any homes on this street. No, I won't. Will you let us work on it during recess? Shall we put some stores on this street? We'll put in different kinds of stores. We won't have any homes on this street. It will have many different kinds of buildings and streets.
	Noun determiners	kinds of, any, many	
	Preposition	during	
VIc	Modals: a. Would - interrogative, predicate substitute, affirmative and negative declarative b. Could - interrogative, predicate substitute, affirmative and negative declarative		Would you like to hear about these workers? Yes, we would. I'd like to watch them work. We wouldn't be able to have homes without these helpers. Could you name other workers? No, we couldn't. Each man could do many different things. We couldn't build a house without a plumber.
	Irregular plural	people	

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIc	Noun determiners Preposition	those, these without	Those people are important workers.
VId	Modals: a. Ought to - affirmative declarative b. Might - affirmative and negative declarative, predicate substitute c. May (to express possibility) - affirmative and negative declarative, predicate substitute		I ought to clean your cage right away. I might/may not be able to do it later. I might, too. I might swim tomorrow. She might/may run away. But they might/may not.
VIe	Modals: a. Should - interrogative, predicate substitute, affirmative and negative declarative b. Must - affirmative and negative declarative		Should he report naughty children to the principal? Yes, he should. He should explain the rules to them. But he shouldn't be rough with little children. He must obey school rules. He mustn't be mean. A J.P.O. certainly has an important job.
	Irregular plural	children	
	Irregular third person singular	has	

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIf	Objective pronoun	them (referring to inanimate objects)	Don't ignore them. His aunt gave it to him for his birthday.
	Negative imperative		
	Irregular past	gave	
VIIa	Mass nouns	food, meat, rice, milk, water	How much food should we bring to the picnic? Rice tastes good with meat. Milk is good for grownups too. I always have a glass of water with my meal. Let's have several pots of rice. What kind of food are you going to serve me at the picnic?
	Noun determiners	several, kind of, much	
VIIb	Noun possessive	/-s, -z/ endings	That blue one is Derek's. That red one is Larna's. I lost a brown sweater yesterday. We found a blue and a red sweater. Whose sweater is this?
	Irregular verbs	lost, found	
	Noun determiner	whose	
VIIc	Noun possessive	/- z/ ending	We're near James' house. Michael fell down. Oh, he just picked himself up. The dark cloud's bringing lots of rain. The weather isn't good today. Do you need some help with your wet things?
	Irregular verb	fell	
	Reflexive pronoun	himself	
	Mass nouns	rain, weather, help, shelter, protection	
	Noun determiner	lots of	
	Strengthening the use of modals		

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIc			But they need shelter also. They need protection from different kinds of weather.
VIIIa	Comparative-superlative suffixes Irregular comparative-superlative Mass noun	-er, -est better, best sound	Some jets can travel faster than sound. What is the fastest way to travel today? For some people, traveling by boat is a better way. Is going by jet the best way to travel?
VIIIb	Mass nouns Irregular past Irregular plural Reflexive pronoun Noun determiner Strengthening the use of comparative-superlative suffixes "-er, -est"	cement, limestone, clay, rock, sand, concrete, lumber, gravel saw men themselves a few	Limestone and clay make up cement. To make concrete, the builder must mix cement sand or gravel, and water. I saw a concrete mixer at work yesterday. Men smooth out the freshly-poured concrete. People use different kinds of materials in building shelters for themselves. We see quite a few concrete buildings in Hilo.

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IXa	Comparative-superlative with "more-most" Mass nouns	 information, fun	His stories are more fantastic than John's. The most helpful book was a science book. They give us much information. Some books are just fun to read.
IXb	Irregular plural Irregular past Strengthening the use of the comparative-superlative with "more-most"	teeth told	Human beings have two sets of teeth. He told me to come back in six months.
Xa	Past progressive Expletive Preposition Irregular past Mass noun Reflexive pronoun	 it after forgot time myself	Jon's father was painting the garage by himself that morning. It was nice of you to think of me. Derek went home after lunch. We started to help his father and forgot to watch the time.
Xb	Irregular plural Strengthening the use of the expletive "it" and the use of the past progressive	scissors	Scissors are to cut with, not to tear with.
XIa	Expletive Prepositions Mass noun	there onto, up work	There are simple machines. Three men wouldn't be able to load an 800-pound piano onto a

Grade Three

LESSONS AND THE SEQUENCE OF TARGETS

Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
XIa			truck by themselves. They can push it up a ramp. This will make their work easier.
XIb	Preposition Reflexive pronoun Strengthening the use of the expletive "there"	near yourself	No, I live near town. Weren't you scared to go by yourself?
XIIa	Tag questions Mass nouns Irregular plurals Irregular past	wool, hair sheep, clothes came	The people at the mill clean and comb out the wool, don't they? Sheep grow wool the same way your dog or cat grows hair. Some of you may have other woolen clothes. It came from a sheep.
XIIIa	Complex sentences Mass nouns	sight, paper, smell, candy, taste, touch	When I smell food, or burning paper, or a gardenia, I'm using my sense of smell. When I taste a lemon or a bar of candy, I'm using my sense of taste.
XIIIb	Mass nouns Strengthening the use of complex sentences Strengthening the use of the irregular past "told"	sleep, posture	Good posture means standing and sitting up straight. Is sleep important?

LESSON Ia - Grade 3

TARGETS:
1. Nominative pronouns: I, he, she, it, we, they, you
2. Linking verbs: am, is, are (contracted)
3. Determiners: a, the
4. Lexical item: like

NOTES:
1. Substitute names of children.
2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel sound or a consonant sound, be sure to group the items chosen into those words that begin with the vowel sound and those that begin with a consonant sound. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowel and with consonant sounds.
   Examples:

/đi/:	the apple	the elephant	the orange
/đə/:	the green apple	the monkey	the bird

3. Children can play a guessing game. First child describes a person or thing by saying, "It's fat and bumpy," etc. The second child guesses what it is, using a declarative sentence such as, "It's a toad." Or, the first child pretends he's another person or an object by saying, "I'm fat and bumpy." The second child guesses, "You're a toad." In either case the first child can reply to the second by saying, "You're right," or "You're wrong."
4. Show a picture of a person or a thing. Have children describe the picture or thing.
5. Substitute names in exercise #2. Example: "Mr. Kawate's a custodian. He's the Keaukaha School custodian."
6. Have children talk to each other in exercise #2:
   A: That's a new book.
   B: Yes, that's the science book.
7. Use your discretion in the use of contractions. If the children have difficulty contracting, use the uncontracted form until they feel very comfortable, then attempt it again.
8. Each child tells what his father's, mother's, or other relative's occupation is: "My father's a tour bus driver."

DIALOGUE:

Part 1 - A New Boy

A: Hello, I'm a new boy here. My name's _______.

B: Hi, my name's _________. I'm a third grader. Mrs. Kubota's my teacher. She's a third grade teacher.

A: Mrs. Yamanaka's my teacher. I'm a third grader, too.

B: She's the other third grade teacher.

A: My brother and sister are new here, too. He's a second grader and she's a first grader. We're all new here.

B: They're lucky. Mrs. Chow's the second grade teacher and Mrs. Nishimoto's the first grade teacher. Mrs. Nishimoto and Mrs. Chow are very friendly. They're very helpful.

A: You're friendly and helpful, too. I like this school. It's really nice.

Part 2 - A New Girl

A: Hi, (Name). This is my friend (Name). She's new here. She's a third grader.

B: I'm a third grader, too. My name's _______. Come and see our school. We like this school. We're happy here. Keaukaha's a very nice school. This is our cafeteria.

C: Oh, it's big.

B: That's Mrs. Cook and there's Mrs. Okimoto. They're very busy every day. They cook and clean up. The other woman is Mrs. Shiraishi. She's a helper, too.

A: That's the office. The principal's there. The secretary and her aides are there, too. Our principal's Mr. Hirano. Mrs. Yanagi's the school secretary. That man's Mr. Kawate. He's the custodian.

B: This is the third grade classroom. We have the same teacher. This is our room.

C: Oh, it's a big room. It's so pleasant. You're right. Keaukaha's a very nice school. You're so friendly.

EXERCISES:

1.
You're	lucky.
They're	happy.
We're	sad.
I'm	(etc.)
He's/John's	
She's	
It's	
Bill and Mary are	

2. She's the Keaukaha School secretary.
a teacher.
the first grade teacher.
a secretary.
a cafeteria manager.
the other first grade teacher.
the Keaukaha School cafeteria manager.
He's the Keaukaha School custodian.
a policeman.
a custodian.
the police captain.
a fireman.
the fire chief.
I'm a third grader.
the new boy.
the new girl.
That's a new book.
the science book.
This is a nice room.
the third grade room.
a large building.
the Keaukaha School building.

3. (Name) and (Name) are very lucky.
friendly.
smart.
helpful.
selfish.
unfriendly.

4. My sister's (is) a naughty girl.
brother's boy.
dog's pet.
kitten's pet.

5. I like Keaukaha School.
my new doll.
glove.
wagon.
kite.
that fireman.
policeman.
color.
chair.
room.

LESSON Ib - Grade 3

TARGETS: 1. Determiner: an

NOTES:
1. Substitute names of children.
2. Teacher gives a noun. Children use it with the right determiner: "a/an" (owl, egg, Easter basket, basket, animal, airplane, tree, book, etc.)
3. Have children tell what occupations different people have. For example: "My sister's a waitress."
4. Teacher and children talk about different people or things in the manner of exercise #2 in Lesson Ia.
5. Have pictures from magazines and catalogues of single objects and animals. Have a basket or box for "a" and another for "an". Have two teams. Each child gets a chance to pick out a picture and deposit it in the right basket, using the proper determiner: "a ball". A point is given for each right response. The team with the most points wins.

DIALOGUE:

Part 1 - Baseball
A: That boy's a baseball player. He's an excellent pitcher.
B: The other boy's pretty good, too. He's our catcher.
A: Mr. Silva's our coach. He's that man there.
B: He's so big.
A: He's a good coach. He's a good baseball teacher. Our team's really great. We have a winning team every year.
B: Yes, I know. I watch the team play every game. Every player is good.
A: Yes, they play well together. They're a real team.

Part 2 - An Electrician
My brother's a hard worker.
He's an electrician.
He's a good electrician.
My uncle's an electrician, too.
They work together.
They do a good job.
They sometimes wire a new house.
Sometimes they repair an old broken switch. And sometimes they fix a stove or a refrigerator.
An electrician's an important man.

My uncle and my brother keep our house safe.
They're always busy.

EXERCISES:

1. He's a new boy.
    - J.P.O.
    - good baseball player.
    - new teacher.
    - smart boy.
    - big boy.
2. This is an extra chair.
    - awful mess.
    - ugly toad.
    - old dog.
    - arithmetic book.
    - old spelling book.
    - English workbook.
    - easy spelling test.
    - exciting story.
3. It's a/an old story.
    - story.
    - awful story.
    - old box.
    - spelling test.
    - hard test.
    - toad.
    - big box.
    - old chair.
    - extra chair.
    - science book.
    - orange.
    - orange cat.

   It's a/an apple.
    - envelope.
    - mess.
    - box.
    - easy spelling test.
    - awful test.
    - angry toad.
    - chair.
    - big chair.
    - ugly chair.
    - arithmetic book.
    - big orange.
    - green apple.
4. She's a/an witch.
    - old witch.
    - young witch.
    - mean witch.
    - kind witch.
    - ugly witch.
    - beautiful witch.
    - sad witch.
    - angry witch.
    - elegant witch.

LESSON IIa - Grade 3

TARGETS:
1. Interrogative linking: "Is _______?"
2. Affirmative predicate substitute
3. Noun substitute: mine
4. Objective pronouns: you, it, me
5. Prepositions: at, in, for, with
6. Lexical item: have

NOTES:
1. Substitute names of children.
2. Children can ask each other questions beginning with "Is". They can be serious or silly questions:
   A: Is your brother tall?
   B: Is that your purple cow?
3. Let each child give a direction using prepositions "at, in, for, with":
   A: Throw the ball at the tree.
   B: Come with me.
4. Using "mine":
   a. Teacher asks each child about an item of clothing or another belonging:
      A: Whose dress is that?
      B: It's mine.
   b. Teacher asks each child to make believe he has the item the teacher names and describes it using "mine":
      T: ...sweater
      C: Mine is fuzzy and red.

DIALOGUE:

Part 1 - A Tree House
A: Hey, look at that big board in your backyard. Is it for you?
B: Yes, it's mine.
A: Let's build a treehouse with it.
B: Okay. That's a good idea. Let's build it in the mango tree.
A: Is the tree strong enough?
B: Yes, it is. It's high enough, too. I have a hammer and a saw. You start sawing the board.
A: And you hammer. The hammer's too heavy for me.
B: All right. We need a metal sheet for our roof.
A: I have an old metal sheet at my house. Let's use that for our roof.

Part 2 - A Surprise
A: Hi, son. Is mother at home?
B: Hi, Dad. No. She's at the store.

A: Come with me. I have a surprise for you.
B: Oh boy. A surprise. Is it a present?
A: Yes, it is. It's your present for helping me last week.
B: Where is it?
A: It's in the garage.
B: Oh, boy. Let's hurry.
A: Here it is.
B: Gosh. What a neat bicycle. Is it really mine?
A: Yes, it is. It's for you. Try riding it.
B: Thank you. I'm so happy.
A: Is it okay?
B: Yes, it is. I like it.

EXERCISES:

1. Is this tree strong enough?
   that box large enough?
   present for me?
   story long enough?
   mine?
   book for my brother?
   song easy enough?
   ball big enough?
   class quiet enough?
   apple good?
   slide slippery?
   game interesting?
   box mine?
2. Is the teacher here?
   Mother at home?
   Dad at home?
   (Name) here?
   the principal in the office?
   the dog with your sister?
   your brother with Mother?
   (Name) at school?
   (Name) with you?
3. Answer the questions in #1 and #2 in the affirmative with a predicate substitute:
   A: Is this tree strong enough?
   B: Yes, it is.

4.

A:				B:
Is	this	present	for you?	Yes, it's mine.
	that	box		Yes, it is.
		book		
		toy		
		dress		

5.

A:				B:
Is	this	sweater	mine?	Yes, it is.
	that	chair		Yes, it's yours.
		book		
		seat		
		shirt		
		ball		

6.

Please	help me with	it.
	look at	
	look for	
	carry this book for	me.
	hold this box for	
	look at	
	walk with	
	eat with	

7.

This	book's	for you.
	sweater's	
	bicycle's	
	truck's	
	dog's	
	turtle's	

8.

Please	come	with me.
	talk	
	play	
	stay	
	sing	
	skip	

9.

A:		B:
Where is the	ball?	I have it here.
	airplane?	
	truck?	
	book?	
	puzzle?	

10.

My sister's with my father.	They're at the	beach.
		store.
		supermarket.
		wharf.
		county fair.

11. Throw something at that mean dog.
centipede.
ugly bug.
mongoose.

12.

A:			B:
Is my	truck puzzle top kite airplane	in the toy box?	Yes, it is.

13. Something's wrong with the bike. Please fix it for me.
TV set.
phonograph.
pencil sharpener.

14.

A:			B:
Is my	dog sister friend baby brother	with you?	No.

15. My brother and I have a new pet.
bike.
treehouse.
game.
bat.

16. My sister and I have a dollhouse.
toy stove.
baking set.
fluffy kitten.
pet rabbit.

* * * * * * *

LESSON IIb - Grade 3

TARGETS:
1. Objective pronouns: him, her, them
2. Interrogative linking: "Are ________?"
3. Negative linking
4. Negative predicate substitute
5. Noun substitute: three

NOTES:
1. Substitute other names.
2. Children ask serious and silly questions beginning with "Are": "Are you a donkey?" The person asked gives a complete answer in the negative. Another child gives a short answer: "I'm not a donkey." "No, I'm not."

3. Teacher gives a sentence with nouns in the object position. Children substitute with pronouns:
   T: I see John.
   C: I see him too.
   T: I walk with John and Mary.
   C: I walk with them too.
4. Blindfold Game: Have a shopping bag or a box containing various items (toys, etc.). One child at a time is blindfolded and gets a chance to pull out an item. He has three guesses and must use all three by using the first two to tell what it's not: "It isn't a ball. It isn't a pen. It's a pencil."
5. One child can say that an object from the collection used for #4 is "for" someone. The second child can repeat the same sentence substituting the pronoun:
   A: This ball is for Tom.
   B: This ball is for him.

DIALOGUE:

Helping Father
Father: Are Jim and Patty in the house?
Darren: No, they're not. Why?
Father: I need them. Are you busy?
Darren: No, I'm not.
Father: Are they somewhere together?
Darren: Yes, they are. They're at the park.
Father: Then please call them for me.
Darren: All right. Wait. I see Jim.
Father: Is he with Patty?
Darren: No, he's alone. Patty's not with him. Where's Patty, Jim? Is she still at the park?
Jim: Yes, she is.
Father: Jim, please call her right away for me. I need you three. I have a job for you.

EXERCISES:

1. Are you busy?
   ready?
   hungry?
   sleepy?
   all right?

2. Are (Name), (Name), and (Name) in the house?
they with you?
the three here?
thirsty?
ready?

3. Are we ready?
through?
lost?
late?
early?

4. Is he with John?
she at the store?
in the house?
ready?

5. Is it good?
hot enough?
cold enough?
ready?

6. Is he at school?
Are (Name) and (Name) at the park?
she at the beach?
you in the house?
(Name) with mother?
they hungry?
the three thirsty?
tired?

7. A: Are (Name) and (Name) in the classroom?
at the park?
in the house?

B: Yes, they're with (Name). The three are busy right now.
(Variation):
A: Is (Name) in the house?
B: Yes, he/she is with (Name) and (Name).

8. Please carry this package for him.
hold her.
take them.
me.
(Name).
(Name) and (Name).

9.

A:		B:
Are you	busy?	No, I'm not.
	tired?	Yes, I am.
	scared?	
	nine years old?	

10.

	A:			B:
Are	mother and father	with sister?	No,	they're not.
	they	at the store?	No,	they aren't.

11.

	A:				B:
Are	we	brave	enough?	No,	you're not.
		tough		No,	you aren't.

12.

	A:			B:
Is	he/she	here?	No,	he's/she's not.
		sick?	No,	he/she isn't.

13.

A:			B:
Is it	good?	No,	it's not.
	ready?	No,	it isn't.

14. Have children answer questions in #1-5 in either affirmative or negative.

15.

Go	with	them.
Play		him.
Sit		her.

16.

	A:		B:	
I need	a	pencil.	I have three. (Repeat each time.)	
			Take my	yellow pencil.
		crayon.		red crayon.
		cushion.		blue cushion.
		ruler.		plastic ruler.
	an	eraser.		soft eraser.
		umbrella.		black umbrella.

* * * * * * *

LESSON IIc - Grade 3

TARGETS:
1. Objective pronoun: us
2. Preposition: to
3. Interrogative linking: "Am I ________?"

NOTES:
1. Substitute names of children. When introducing lesson, stress the point that three children are talking together rather than the usual two.
2. Use puppets to identify different or dramatic characters.
3. Children ask questions starting with, "Am I . . . ?" Others answer.
4. Let each child give an order to another child using the preposition "to" or pronoun "us":
   A: Go to the door and turn around twice.
   B: Give us the red book.
5. A Game: Teacher pins a sign on a child's back. It tells

what the child is. Only the class sees it. Child has five guesses: "Am I . . . ?" Class answers each time: "No, you're not. /you aren't." or "Yes, you are." If child guesses right, he/she picks the next child. (apple, bear, airplane, book, chair, etc.)

DIALOGUE:

Part 1 - A Tag Game

A: Let's play a game.
B: I know a game. It's a tag game. We choose a partner and we tag the other person.
C: Am I your partner?
A: Yes, you are. Hold on to my waist.
C: Are we first?
A: No, we're not first. (Name) and (Name) are. They chase us. Then we chase them.
B: Are you ready? We are.
C: Give us a headstart.
B: Ready or not, here we come.

Part 2 - A New Boy at School

Gabriel and Derek are ready for school. They wait for a friend at his house. This is the first day at Keaukaha School for this boy. His name's John.

John: Are we late for school?
Gabriel: No, we're not.
John: I'm not quite ready.
Derek: (Name) and (Name) aren't here yet. They walk to school with us every day. Let's wait for them.
John: Yes, let's. Am I neat enough for my first day at a new school?
Gabriel: Yes, you are. Are you nervous?
John: No, I'm not.
Derek: I see (Name) and (Name). They see us. Are we ready? Let's meet them at the corner.
John and Gabriel: That's a good idea.

EXERCISES:

1.

A:	B:
Am I your partner?	Yes, you are.
"it"?	No, you're not.
next?	No, you aren't.
first?	

	Am I	last?
		the monitor?
		the leader?

2a.	Please	listen	to	us.
		talk		me.
		sing		her.
		read		him.
				them.

(Change preposition "to" to "with". Have children act out both meanings so that they understand the difference.)

2b.	Pass	the ball to	us.
	Toss		me.
	Throw		her.
	Pitch		him.
	Kick		them.
	Hit		

(For "b", change preposition "to" to "for". Have children pantomime action for both uses after each command is given so that the difference in meaning is made clear.)

3.	Watch us	play.
		swim.
		run.
		paint.
		draw.

4.	Walk	with us to the	store.
	Ride		beach.
			park.
			gym.
			corner.

5.	Meet us at the	movie.
		corner.
		zoo.
		park.
		school.

6.

A:		B:
Am I	in the right box?	Yes, you are.
	at the right spot?	No, you're not.
	late?	No, you aren't.
	early?	
	right?	
	wrong?	

7. Please take us to the zoo.
beach.
fair.
park.
supermarket.
movie.

8.

A:		B:
Am I too late for	school?	No, you're not.
	a swim?	Yes, you are.
	the game?	
	the movie?	
	the puppet show?	
	the play?	

LESSON IIIa - Grade 3

TARGETS:
1. Affirmative declarative present progressive
2. Prepositions: on, from, over

NOTES:
1. Have children describe what others are doing or acting out.
2. Game - Obstacle Course: Have various obstacles on the floor (a ball, a small chair, a cutout circle, etc.). The child chosen gives the order to another child as to what obstacle course to run using prepositions "over, on, from, to": "Jump over the box."
3. Show pictures. Ask children to tell what's happening in each picture.
4. Game: One child chosen to stand before the class. Everyone in the class is asked to do something. The child standing before the class looks at the class for three seconds, then closes his eyes tight. Class members continue their actions without changing. Child tries to recall what different children are doing. Teacher keeps scores. Child with the highest number of correct guesses is the winner:
   A: Roy's tapping the table.
   B: Bernard's whistling.

DIALOGUE:

Our National Anthem

The day's warm. The class is working outside. The teacher's reading a patriotic story.

TEACHER:

The date is September 14th. Francis Scott Key's writing a song. The song's the Star Spangled Banner. He's remembering a scene. This scene's Fort McHenry.

Francis Scott Key's on a ship. He's watching the fort from the ship. He's watching an American flag. It's flying over the fort and waving proudly. A bomb's bursting here. A bomb's bursting there. Early next morning the flag's still waving.

Francis Scott Key's painting a word picture. Today we're still singing his song. It's our national anthem.

EXERCISES:

1.	He's	playing a tune.
	It's	pulling a wagon.
	We're	playing with a ball.
		eating an apple.
		carrying a load.
		jumping over a chair.

2.	We're	running	from the tree to the post.
	He's	skipping	
		hopping	
		crawling	
		rolling	
		jumping	
		swinging	

3.	They're	from	Kona.
	We're		Honolulu.
	He's		Maui.
	She's		Kohala.
			the mainland.

4.	They're	putting the	book	on the	sofa.
	He's		toy		table.
	She's		box		floor.
					chair.
					shelf.

5.	The	cat's	on the roof.	Please	get it for me.
		ball's	in the tree.	"	"
		kite's		"	"
		airplane's		"	"

6.	We're	jumping	over	a chair.
	He's	stepping		the crack.
				the big rock.
				the wall.
				my shoe.

7.	He's coming home from	Honolulu.
		the beach.
		the park.
		the playground.
		Kona.

8.	You're putting the	chair	in the wrong place.
		pencil	
		box	
		book	

9. You're pointing at the wrong picture.
sitting place.
eating table.
looking page.

10. The jet's flying from California to Honolulu.
going Honolulu Samoa.
Honolulu Kona.
the mainland Hawaii.

11. The jet's flying over the park now.
school
city
crater
volcano
Mauna Kea

12. I'm taking the ball from Jim and giving it to Tom.
cap
bat
chair
book
airplane
magazine

* * * * * * *

LESSON IIIb - Grade 3

TARGETS:
1. Preposition: into
2. Interrogative present progressive: "Is _____?"
3. Affirmative predicate substitute

NOTES:
1. Children can take parts.
2. Have children make up a short story and tell it in the present progressive.
3. Have groups of children make up short skits. Children within the groups take turns narrating in the present progressive the action of the others.
4. Show pictures of action going on. Let each child ask a question about what's happening. Second child gives an affirmative short answer:
A: Is the boy walking?
B: Yes, he is.
5. Parts 2 and 3 may be used according to teacher's discretion. Children can act as newscasters.
6. Variation of game "Freeze": Have someone "freeze". Another child asks a third person about the "frozen"

one, using the interrogative present progressive.
Third child gives an answer:
A: Is he holding a pencil?
B: Yes, he is.

7. A Walkie-Talkie Game: Two children make believe that they have walkie-talkies. One child is "spying" on another person and reporting this person's movements to his accomplice. Teacher can choose a child to be the person watched and he goes through various actions.
A: What's the subject doing?
B: He's getting into his car.
A: Is he starting his car?
B: No. He's just sitting.

8. Pantomiming: One child is blindfolded. Another child is chosen to pantomime. Blindfolded child tries to guess what the other child is doing using the interrogative present progressive. The teacher can choose a category to make pantomiming and guessing easier. "Housework." Class answers, "You're right." or "You're wrong."

DIALOGUE:

Part 1 - The First Jet Ride

Jon's taking his first trip on a jet. He's going to Los Angeles on a Pan American jet. He's very excited.

Arthur: Is your plane flying directly to Los Angeles?
Jon: Yes, it is. It's coming from Honolulu. We get on. Then it's flying directly from Hilo to Los Angeles.
Arthur: Is someone else going with you?
Jon: No. I'm going alone. But I have an aunt in Los Angeles. She's meeting me at the airport there.
Arthur: You're very brave. Look. The man's loading your suitcase into the jet. The pilot and stewardess are going into the plane, too.
Jon: The other stewardess and copilot are walking to the plane now. And the man's announcing our gate number. I'm getting nervous.
Arthur: Have a good trip.
Jon: Thank you.

Part 2 - You Are There

Let's make believe today. You're at Cape Kennedy. You're watching a space ship take off. You're listening in the control room.

Gemini 11 is ready at Cape Kennedy. Astronaut Richard Gordon and Astronaut Charles Conrad are in the space capsule. The man in the tower's giving the countdown. -10-9-8-7-6-5-4-3-2-1-0. Blast Off!

The Titan 2 rocket's lifting the capsule. Is the capsule going into orbit? Everyone's waiting anxiously. Hurrah! It is. Everything's going smoothly. It's circling the earth.

Part 3 - You Are There

Gemini 11 is circling the earth. The target satellite Agena's already in space.

Gordon and Conrad are getting ready. They're docking the capsule. Gemini 11 and the target satellite are joining. The docking's a success.

The next morning Conrad and the man at the Space Center are talking.

Conrad:	Gordon's walking outside now. He's using his camera. Oh, oh. He's having trouble. I'm calling him back into the capsule.
Man:	Is he coming in?
Conrad:	Yes, he is. He's resting in here. I'm signing off now.

EXERCISES:

1a.	I'm	moving	into town today.
	We're	walking	
		riding	
		hitchhiking	

1b.	Watch out!	You're	walking into a	trap!
		He's		mud puddle!
		She's		beehive!
		They're		tree!
				cobweb!

1c.	The cat's	sneaking	into the	house	from the back door.
	It's	peeking		storeroom	
	The burglar's	tiptoeing		store	
	He's			market	

2.	Is	the cat	playing	now?
		he	eating	
		it	sleeping	
		John	running	
			jumping	
			crying	

3.	She's	wearing a robe.
	I'm	sitting in the tub.
	He's	cooking the crab.

4.

A:				B:
Is the	airplane	landing	now?	Yes, it is.
	helicopter	flying		
	jet	coming down		
		taking off		

5.

Is your	mother	going	to the store?
	father		to the meeting?
	sister		to the shopping center?
	uncle		to Honolulu?
	friend		to the beach?

6.

A:		B:
Is she taking the dog into the	airplane?	Yes, she is.
	building?	
	house?	
	cave?	
	lunchroom?	

* * * * * * *

LESSON IIIc - Grade 3

TARGETS:
1. Interrogative present progressive: "Are _____?"
2. Negative declarative present progressive
3. Infinitive
4. Negative predicate substitute
5. Noun substitute: much

NOTES:
1. Substitute names of children.
2. Have children ask each other questions about what they are going to do later. Others answer.
3. Children tell each other about one thing they're planning to do and one thing they're not planning to do.
4. Ask someone about the plans of two other people: "Are (Name) and (Name) planning to go to the beach?"

DIALOGUE:

Part 1 - Staying With a Friend

A: Hi, (Name). Are you studying now?

B: No, I'm not. I'm just reading a library book.

A: (Name) and I are going to the park to watch the softball practice. They aren't/They're not playing a real game today. Come with us.

B: I have to stay at home. No one else is at home.

C: Are your father and mother working?

B: Yes, they are and my sister's visiting her friend. They're coming home soon.

A: We aren't going to miss much at the park. Let's play in your yard.

B: All right. I have a softball. Let's practice catching.

C: Good idea.

Part 2 - A Birthday Party

A: Are you going to the party?

B: What party?

A: The party for (Name). Her mother's having a birthday party for her.

B: Oh, yes, I am. I'm going downtown with (Name) and (Name) to buy a present.

A: Are they going to the party, too?

B: Yes, they are. We're buying a present together. We haven't much to spend.

A: I'm not buying her an expensive present. I'm going to give her a book.

B: That's a good idea. She's always reading.

A: Are you going to wear your new dress? /shirt?

B: No, I'm not. It's too long. My mother's not going to be able to fix it for the party.

A: It's a pretty dress./shirt. I like it.

B: Thank you.

EXERCISES:

		A:			B:
1.	Are	you	reading	now?	Yes, I am.
			studying		No, I'm not.
		they	eating		Yes, they are.
			working		No, they're not.
			cooking		No, they aren't.
			going	to go now?	(etc.)
				to help her?	
				to go with uncle?	
				to eat here?	
		we		to play with the frog?	
				to give her this fig?	
	Is	he		to walk to the store?	
				to salute the flag?	
		she		to look for an egg?	
				to look for a rag?	
	Am	I		to dig now?	
				to come back soon?	

2. Are you taking a bath now?
shower
swim
your walk
pill

3. They aren't going to cry any more.
to help you any more
I'm not to be naughty today.
to dig any more.
We aren't to beg him.
to play with her.
He isn't to the park with them.
anywhere.
She isn't to the beach tomorrow.
to hug her.
(Name) isn't to the movie tonight.
to watch the tug.
(Name) and (Name) aren't to the picnic.
with them.

4. You're not going to eat yet.
(etc.) to go
to start
to come in

5. Are you having a party?
they using the rag?
washing the dog?
boiling the crab?
playing tug-of-war?

6. We aren't going to miss much.
to see
to hear
to play
to swim

7. He isn't playing much. Is he feeling well?
She saying she all right?
crying
reading
singing
practicing

8. A: B:
Are you going to the party? No, we're not going to the party.
beach? beach.
zoo? zoo.
bakery? bakery.
puppet show? anywhere.

LESSON IVa - Grade 3

TARGETS:
1. Prepositions: like, of
2. Noun determiner: each
3. Noun plurals: /-z, -s, -əz/endings
4. Strengthening the use of linking verbs in the declarative and interrogative forms

NOTES:
1. The pronunciations of the noun plural endings are determined by the following conditions:
   /-əz/ after stems that end in /s z š ž č ǰ/, e.g., classes, watches;
   /-s/ after stems that end in /p t k f θ/, e.g., hops, hits;
   /-z/ after all other stems, viz, those ending in /b d g v đ m n ŋ l r/, vowels, and semivowels, e.g., bids, goes.
2. Ask children to name objects -- tell about one, and about several.
3. Have pictures of singular count noun objects. Let children tell about several of these. Actual objects may also be used.
4. Ask children to compare things that are similar: "A ball's like a balloon."
5. Ask each other silly questions beginning with: "Is/Are ________?"
   A: Is Harolene a puppy?
   B: No, she's not. /She isn't a puppy. She's a girl.
   A: Are Derek and Willoughby horses?
   B: No, they're not. /They aren't horses. They're boys.
6. Have children say what things, people, etc., they are "afraid/scared of, ashamed of, proud of, tired of."

DIALOGUE:

The Body

What are you? Are you a puppy or a rabbit? Are you a flower or a tree? No, you're not. You're a boy or a girl. You're you. You're not puppies. You're not rabbits. You aren't flowers. You aren't trees. You're boys and girls.

The bones in your body are a frame. Is a bone soft? A bone isn't soft. A bone's like a board in a house. It's strong.

Your muscles hold your bones together. They let you move the bones. Each muscle is strong and springy.

You have a brain in your head. This brain's sending messages to all parts of your body all the time.

You have nerves. They're like tiny wires. They carry messages from your brain to the rest of your body. The messages say, "Get busy, fingers," or "Get busy, legs."

Our bodies are wonderful machines.

EXERCISES:

1. Are you a student? Are they students?
pilot? pilots?
mechanic? mechanics?

2. We see a top. We see five tops.
handkerchief. two handkerchiefs.
cot. three cots.
mistake. two mistakes.

3. I want to be a nurse.
We nurses.

4. I see a peach. I see three peaches.
rose. four roses.
glass. six glasses.

5. We need a tub. We need two tubs.
bag. four bags.
room. three rooms.
pie. five pies.
bed. two beds.

6. They're like sisters.
peaches.
twins.
doves
branches.
cakes.
crabs.

7. He's taking eggs.
rugs.
books.
messages.

8. Each boy is getting a book.
student pencil.
teacher number.
girl seat.
nurse
person

9. Three of the boys are going.
girls swimming.
camping.
reading.

Three of the horses are brown.
ducks white.
eggs
pencils

10. He isn't sick.
She angry.
happy.
sad.
excited.
(Change above to affirmative: "He's sick.")

11. Each boy is holding a bag of blocks.
pebbles.
toys.
marbles.
beads.
apples.
jacks.
oranges.

12a. We look like tramps.
clowns.
hoboes.
ducks.
nurses.
elves.
branches.

12b. I'm sad. I feel like crying.
tired. taking a nap.
mad. punching him.
happy. singing.
dancing.

13. I'm not your friend.
partner.
slave.
helper.
sister.

14. That girl's my sister.
boy's brother.
partner.
friend.
cousin.
helper.
classmate.

15. The room's full of termites.
desks and chairs.
boys and girls.

The	yard's	full of	slugs.
			toads.
			howling dogs.
	sky's		clouds.
			birds.
			airplanes.

16a.	I'm	afraid of	the	sixth graders.
		scared of		big waves.
				cane trucks.
		proud of		you.
		ashamed of		my fingernails.
				pets.
				friends.

16b.	I'm	tired of	studying spelling words.
	We're		writing sentences.
			eating sandwiches.
			hearing you cry.
			pulling weeds.

* * * * * * *

LESSON IVb - Grade 3

TARGETS:
1. Interrogative "did"
2. Declarative "did" (negative)
3. Noun determiner: another
4. Possessive pronoun: their
5. Prepositions: about, under
6. Lexical item: ask

NOTES:
1. Each child asks another child a question beginning with "did". Second child answers with a simple "yes" or "no".
2. One child names an object. Second child says he wants or has another of the same:
   A: ...apple
   B: I want another apple.
3. Tell about something that belongs to other people using possessive pronoun "their":
   A: It's their book.
   B: Their car is new.
4. Have book jackets which suggest the books' contents. Let each child tell what each book is about:
   "That book is about planets."
5. Missing bean game: Have 3 different containers. Place a bean under one container. Children guess where it is:

A: Is it under the red cup?
B: Yes, it is. /No, it isn't. (Give three guesses.)

6. Underlined words may cause difficulty and teacher may have to discuss these concepts with the children beforehand.
7. Each child asks another child a "Did you ever . . . ?" question. Answer with simple "Yes" or "No".
8. Each child tells about something he failed to do this morning or last night: "I didn't fix my bed this morning."
9. Have children say what they "dream, think, worry about" and are "happy, sad, careful, careless, mad, sorry about."

DIALOGUE:

Fire Prevention

The third graders watch a movie on fire prevention. It's an important movie. Two boys talk about it later.

A: Did you like the movie?
B: Yes. Fires are costly and dangerous. I didn't think about that before. Did you learn anything from the movie?
A: I didn't know about the different causes of fires.
B: Did you understand that part about bad wires causing fires?
A: Yes. We have dirty, oily rags under our house. They sometimes cause fires, too.
B: In the movie the rags begin burning. Did you catch the big words for that?
A: Yes. We call this spontaneous combustion.
B: Spon - ta' - ne - ous com - bus' - tion?
A: That's right. Often another cause of fires is boys and girls playing with matches.
B: Let's ask the teacher to talk to the class about causes of fires tomorrow. I'm going to check under our house for dirty, oily rags.
A: Let's ask the boys and girls to check under their houses, too.

EXERCISES:

1.	Did you	look search	under the	bed? house? table? chair?
	Did you	read hear	about that	circus? horse? king? earthquake?

2. Did you hear the drums?
bugles?
whistles?
poem?
footsteps?
rhythm band?
pounding?

3. We want another pencil.
They chair.
tetherball.
book.
chance.
turn.

4. Ask your mother for another pencil.
apple.
crayon.
cookie.
nickel.
dime.

5. Their mother is in the yard.
father
brother
tetherball

6. The boys and girls need their books now.
sweaters
pencils
crayons
toys
rulers
notebooks

7. They talk about airplanes in class every day.
We dogs
animals
pets
plants
houses

8. Ask them about their pets.
trip.
plans.
toys.
baseball team.

9a. (Name) and (Name) dream about their trip to Kona.
think the sugar mill.
worry the doctor.
the police station.

9b.	I'm	happy	about	winning	the	game.
	We're	sad		losing		race.
	He's	worried				contest.
	She's	sorry				
	They're	excited		going		fishing.
						camping.
						swimming.

10.	I'm	hiding	the	book	under	my bed.
		searching for		toy		the chair.
				shoe		the basket.
				shirt		the covers.
						the trees.

11.	I didn't see you at the	park	yesterday.
		beach	
		game	
		zoo	
		movie	

12.	The boys didn't play with their	spears	today.
		gloves	
		kites	
		marbles	
		blocks	
		tinkertoys	

* * * * * * *

LESSON IVc - Grade 3

TARGETS:
1. Past tense: /-t, -d/ endings
2. Irregular past: went, was, were
3. Predicate substitute "did-didn't"
4. Lexical items: want to, stay
5. Strengthening the use of interrogative "did"

NOTES:
1. The pronunciations of the regular past tense endings are determined by the following conditions:
   /-əd/ after stems that end in /t d/, e.g., melted -- (not target of this lesson);
   /-t/ after stems that end in /p k č f θ š/, e.g., stopped;
   /-d/ after stems ending in voiced sounds except /-d/, e.g., climbed, played.
2. Substitute names of children.
3. Give the base form of a verb. Let children use it in the past tense in a sentence.

CLUES: burn, cook, learn, close, answer, fill, wish,
laugh, live, study, believe, watch.

4. Teacher uses "go, is, are" in sentences. Ask children to change to the past tense at cues: "yesterday, last week, last summer," etc.
   T: I go to the zoo every day. ...last summer
   C: I went to the zoo last summer.
   T: I'm hungry. ...last night
   C: I was hungry last night.
5. Use magazine pictures for clues to elicit "did" questions:
   Example: Picture -- Boy swimming.
   A: Did you ever go swimming?
   B: Yes, I did. /No, I didn't.
6. Let each child answer this question:
   "Where did you go yesterday? /last Sunday?" etc.
7. If the children have difficulty pronouncing the final cluster in "went", concentrate practice on exercises 13 and 14 where "went" is followed by a word beginning with a vowel sound.

DIALOGUE:

Part 1 - The County Fair

A: Did you go to the County Fair last night?
B: No, I didn't. Did you go?
A: Yes, I did. We stayed there about an hour.
B: Did you ride the Ferris wheel?
A: No, I didn't. I went to see the main show. It was interesting.
B: Oh. Did you see the fat lady and the midget?
A: Yes, I did. They looked funny. They were so different.
B: Did they act?
A: No, they didn't. We looked at the exhibits afterwards. I tried to ride the ponies but the line was too long.

Part 2 - The Bicycle

A: Hi, (Name). Did you fix your bicycle yesterday?
B: No, I didn't. I'm working on it now. We went to visit my uncle in Panaewa yesterday. I played with my cousins. Did you finish your model airplane?
A: Yes, I did. I finished painting it last night. Where's your big brother?
B: He was here a short time ago. He helped me take off this wheel. Did you want to see him?
A: No, I didn't. Let me help you. What's wrong with your bike?
B: The screws were loose and the brakes didn't work.

EXERCISES:

1. A: Did you see the cartoons on TV last night?
eat my cookies?
take my comic book?
wash the dishes already?
finish your lesson?
help your mother?
go to the county fair?
zoo?
circus?
beach?
game?

B: Yes, I did.
No, I didn't. My sister went last night. I'm going tomorrow.

2.

A:		B:
Were you	there?	Yes, I was.
	hungry?	No, I wasn't.
	tired?	
	happy?	

3.

A:		B:
Was your sister	with you?	Yes, she was.
	there?	No, she wasn't.
	happy?	
	tired?	
	sick?	
	scared?	
	hungry?	

4. The cat was under their house.
on the roof.
in the garage.
with my sister.
under my bed.
in the mango tree.

5. The dogs were fierce.
hungry.
sleepy.
restless.
in the truck.
pen.
garage.
backyard.

6. My brother was angry.
The boys were hungry.
The clowns late.

John was angry.
Ann and Jane were hungry.
My parents late.
The policeman

7. I stayed with my grandmother last night.
played friend
dreamed about my auntie
cousin
uncle

8. I looked at her pictures.
books.
drawings.
paintings.

9. I finished it.
fixed
stopped
chased
mixed
stretched

10. He carried the groceries for me.
boxes
books
blocks
baskets
kittens

11. The boy grabbed the bicycle.
fixed
stopped
pushed
carried
kicked
moved

12. The rocket was ready.
The astronauts were
The blast-off went well.
Everything was A.O.K.

13. The ball went over the catcher. It was a fly ball.
fence. " "
wall. " "
bleachers. " "

14. The cat went into the basket.
around the barrel.
under the house.
over the wall.

15. We went to Kona last Sunday.
the zoo
Waimea
the beach
visit my uncle

16. A: Why are you staying in at recess? (Repeat question.)
B: I didn't want to go outside.
finish the test.
listen to the J. P. O.
cut my fingernails.
answer the teacher.
get into a fight.

* * * * * * *

LESSON IVd - Grade 3

TARGETS:
1. Past tense: /-əd/ ending
2. Irregular past: read
3. Noun determiner: a lot of
4. Noun substitute: two
5. Preposition: by

NOTES:
1. Let different children take the roles.
2. Give the present tense form of a verb with /-t, -d, -əd/ endings. Ask children to use it in the past tense in a sentence.
3. One child tells about what he reads. Another child uses the same sentence in the past with the use of clues like: "last week, yesterday," etc.
4. Teacher names a singular count noun. Children use the plural form in a sentence with determiner " a lot of".
5. Use illustrations of different kinds of cells, or actually examine cells under a microscope.
6. Ask children to provide answers to these questions. They can make up answers. Ask them to use complete sentences:
   a. What did the hunter hunt?
   b. What story did you read?
   c. What did the lion chase?
   d. What did the magician show you?
   e. What did you count?
7. Variation of "Simon Says": Each child gets a turn to be "It". He can give three commands. He must use the word "by" in his command, and he can order not more

than three people around at one command. When he precedes his command by "Simon says," he is obeyed. Otherwise no one makes a move:
"Simon says: Daniel and Kihei, stand by the door."

DIALOGUE:

Cells

Mildred, Emmett, and Wakeland wanted to learn about body cells. They visited the library. They read books. They talked with the teacher. Then they reported to the class.

Mildred: Plants and animals are made up of cells. A cell is a tiny thing. All living things have cells. One plant cell is different from another plant cell.

Emmett: Mildred's right. A blood cell is different from a skin cell. Our bodies contain a lot of cells. Some are bone cells. Some are muscle cells. And some are blood cells.

Wakeland: Cells grow. We eat to help cells grow. They multiply/increase by splitting in two. Then they grow again. So our bodies grow, too.

Emmett: Cells are always working to protect our bodies.

Wakeland: They're working to repair and to build parts of our bodies, too.

EXERCISES:

1.	He	planted the	seeds	yesterday.
	She		vegetables	
	We		lemon trees	
	I	wanted a new	toy.	
			car.	
	They		ball.	
			game.	
	John	sounded	happy.	
			sad.	
			angry.	
			excited.	
	Mary	visited	the nest.	
			the supermarket.	
			with friends.	
		reported to the	teacher.	
			class.	
			principal.	

	Mary	protected the	baby birds.
			new plants.
			weak animals.
	He	hunted for the	elephant.
	She		hen.
			skeleton.
			egg.
			dress.
			pebble.

2.	The policeman	guarded them.
		visited me.
		scolded us.
		pointed to him.
		waited for her.
		shouted at her.
		nodded at him.

3.	Please	sit by	us.
		play	me.
			her.
			him.

4.	They	read a lot of	books	last week.
			comics	
			stories	
			magazines	
		wanted a lot of	cookies.	
			apples.	

5a.	I	see	a lot of	apples.	I	need	only two.
		have		pencils.		want	
				storybooks.			
				peaches.			
				hooks.			

5b.	Two of the	apples	were ripe.	
		pears		
		boys	were	ready.
		girls		beautiful.
		kittens		ugly.

6.	I want you two to	stand	by	the door.
		stay		the windows.
		sit		my desk.
		crouch		John.
		squat		me.
		kneel		

7.	We went by	your house	yesterday.
		the park	
		the school	
		the bakery	
		the new laundromat	
		the airport	

8.	I have to be through by	5 o'clock.
		noon.
		tomorrow.
		12 o'clock.

9.	I	kicked	the ball over the fence.	It landed	on	the roof.
		tossed				his head.
		hurled				the car.
		pitched			in	the bushes.
		batted				the mud puddle.
					by	the tree.
						the garage.

LESSON Va - Grade 3

TARGETS:
1. Interrogative "do-does"
2. Predicate substitute "do-does" ("not" contracted)
3. Negative declarative "do-does" ("not" contracted)
4. Irregular past: had

NOTES:
1. Substitute names of children.
2. Each child asks another child:
   where he lives,
   whether he likes school,
   whether he needs a new pencil,
   whether he sees a particular thing,
   whether he wants a particular thing,
   whether he watches TV often.

   The same child asks about a third person:
   A: Do you like school?
   B: Yes, I do. /No, I don't.
   A: Does Mary like school?
   B: Yes, she does. /I don't know.
3. Show pictures. One child asks another child something about the pictures:
   A: Does the dog have a bone?
   B: Yes, he does. /No, he doesn't.
4. One child tells what he has. Second child changes this to the past tense:
   A: I have a ball.
   B: I had a ball yesterday.
5. Each child tells what he doesn't like and what he likes. Each child tells what a third person doesn't like.
   A: I don't like apples. But I like bananas. John doesn't like bananas.
6. Teacher places about a dozen objects on a table beforehand and covers the table with a piece of paper. She uncovers the table, gives the class about five seconds to see what's on the table. Then she quickly sweeps everything off the table and into a box or sack. Then each child is asked to name one object on the table in answer to her question:
   T: What did I have on the table? (A complete sentence is required.)
   C: You had a block on the table.

DIALOGUE:

Part 1 - School

A: Does your little brother like nursery school now? Mine does.

B: Yes, he does, too. He doesn't cry every morning any more. He cried and cried for a whole week. I had to sit in the classroom with him.

A: Do you walk with him to nursery school?

B: No, I don't. My parents drop him off on their way to work. I don't ride with them. I like to walk to school with my friends. Do you ride to school?

A: Sometimes I do and sometimes I don't. My father doesn't go to work at the same time every day.

B: Oh. Does he work on different shifts?

A: Yes, he does. He's a hotel worker.

Part 2 - Hula Lessons

A: Hi, (Name). Where are you going?

B: Hi, (Name). I'm going for my hula lessons. Do you want to come along?

A: Does your teacher allow you to bring friends?

B: Yes. She doesn't mind having visitors. We had some tourists watching us last week.

A: Oh. Does your group entertain at the hotels?

B: Sometimes we do. We danced at the Naniloa Hotel last year.

A: Do you have a hula recital every year?

B: No, we don't. We had a recital two years ago. We didn't have a recital last year.

A: Do you learn Tahitian dances, too?

B: Yes, we do. We learn a lot of different dances.

EXERCISES:

1.

A:			B:
Does a puppy	make	sounds?	Yes, it does.
	eat	bones?	No, it doesn't.
		fruits?	
	chase	cars?	
		girls?	
		sticks?	
		babies?	
		horses?	

2. A: B:

A:	B:
Do your brothers like to run?	Yes, they do.
swim?	No, they don't.
surf?	
hum?	
Do you read books often?	Yes, I read books often.
	No, I don't read books often.

Do you watch football often?
play games
sing songs
My father doesn't play baseball.
football.
work there.
every day.
at the wharf.
The teacher doesn't need the red pencil.
eraser.
extra chair.

3. I don't like pumpkins.
horses.
bumblebees.
They to sleep.
We to swim.
to work.
The boys don't run fast enough.
read
brush
work

4. The girls have their lunches with them.
had puppets
swimsuits
jump ropes

5. I had an accident yesterday.
a party
a surprise
a visitor

6. My mother had a surprise for us yesterday.
a new pet
a new toy
some surprises
some new toys
two new pets

7. I don't wear that any more. It's too old.
use clumsy.
need rusty.
carry worn out.

8. **A:** Does your brother like to play with you?
swim
surf
sleep
sing
work

B: Yes, he does.
No, he doesn't.

9. A: What does the old woman carry in her basket?
B: She showed me her basket once.
She had oranges in her basket.
grapes
apples
carrots
onions
peaches
turnips

* * * * * * *

LESSON Vb - Grade 3

TARGETS:
1. Lexical item: also
2. Third person singular present tense: /-z, -s, -əz/ endings

NOTES:
1. The pronunciations of the third person singular present tense verb endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVa.
2. Substitute names of children.
3. Children tell about other rules on good manners:
   A: A polite person listens to others.
   B: A polite person doesn't push.
4. Children tell about different members of their family and what each does to help with chores:
   A: My sister irons the clothes.
   Or tell about the duties of different workers:
   B: A fireman keeps his truck clean.
5. One child tells what he does or likes. Another child says he likes or does the same thing:

A: I like dogs.
B: I like dogs also.

6. After the complete dialogue is presented, teacher can ask for examples of "thinking of others."
7. Each child tells what sound an animal makes or how it moves. The teacher can name the animal as a cue:
   T: . . . a mouse
   A: A mouse squeaks.
   B: A mouse scampers.
8. For extra material use "Only My Opinion" by Monica Shannon. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 110.

DIALOGUE:

Part 1 - Good Manners Are Important

A: Do you always remember to use good manners? I don't. I sometimes forget. Then my mother reminds me.
B: I sometimes forget also. Let's talk about some rules to remember. What's a polite person like? What does a person do to be polite?
A: That's a good idea. A polite person always thinks of the other person. He shares his things and takes his turn.
B: He doesn't whine and cry. And he doesn't show off. He remembers to say "Please" and "Thank you."
A: He watches for ways to be helpful. He listens to his parents. He's a good visitor. He uses good table manners.
B: My little brother smashes things and touches things on visits. That isn't very polite. He has to learn good manners.
A: Let's try to help him learn.

Part 2 - The Library

A: I like to go to the library.
B: So do I. The librarian helps us. She also teaches us the proper way to care for books.
A: Yes. A book's our friend. It needs proper care.*
B: The librarian never puts an open book face down. She uses a proper book mark. She never uses a pencil or a ruler.
A: A book gets dirty easily. I don't eat with a book in my hand. I don't leave my book outdoors.
B: A page tears easily. So I turn each page carefully. I never fold down the corner of a page. I use a bookmark instead.
A: The librarian keeps the books clean. We help her by following rules.

(* Mass noun. Not introduced as a target yet, but used here because of necessity.)

EXERCISES:

1. She washes the dishes.
He dries
puts away
picks up

2. The teacher watches us.
helps
teaches
plays with
reads to
looks at
sits with

3.

My brother likes cakes.	I like cakes also.
My sister reads in bed.	I read in bed also.
My father mows the yard.	I mow the yard also.
My friend catches well.	Tom also catches well.
My mother makes my dresses.	Her mother makes her dresses also.

4. Mary plays every day.
John climbs
She surfs
He fusses
washes
reads
scrubs
asks
visits
sulks
behaves

(Change the above to the past by changing "every day" to "yesterday.")

5. My sister likes oranges. She also likes apples.
pies. crackers.
cookies. doughnuts.
carrots. potatoes.
peanuts. lollipops.
mangoes. grapes.
dolls. kites.

6. A monkey's a funny animal.
It screams. It makes faces.
chatters. snatches things.
screeches. scratches.
mimics. jumps.
swings. leaps.

LESSON Vc - Grade 3

TARGETS:
1. Affirmative declarative "do-does"
2. Negative interrogative "do-does"
3. Noun substitute: one
4. Preposition: around
5. Lexical item: tell
6. Strengthening the use of the third person singular

NOTES:
1. Children can dramatize the story.
2. Children can take different parts of the dialogue.
3. Children can be asked questions about the dialogue for further practice in using the targets.
4. "He doesn't find anything," can be substituted for "He finds nothing at all."
5. Illustrations of the solar system could be used to make Part 2 of the lesson more meaningful to the children.
6. Have children ask questions using these patterns: "Doesn't/Don't ______ like to/want to/have to _____?" (Cues can be the single and multiple cutouts or pronouns on flash cards -- "they, we, I, you, he, she".)
7. Children can have a mock verbal battle (about going somewhere, liking something, doing something):
   A: Doesn't "C" want to come with us?
   B: No, he doesn't.
   C: I do want to go with you.
   B: No, you don't.
   C: Yes, I do.
8. The children can make up a movie roll by illustrating the story. They can tell the story in their own words.
9. For extra material use "The Goblin" by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 132.

DIALOGUE:

Part 1 - A Fable - The Goose With the Golden Eggs

1st C: Do you know the story about the greedy farmer?

2nd C: No, I don't. Tell me the story.

1st C: One day a farmer goes to the nest of his goose. He doesn't expect to find anything. But to his great surprise, he does find something there.

2nd C: What is it?

1st C: It's an egg. Not an ordinary egg. One of solid gold. He rushes into his house and tells his wife about the egg.

They're so happy. They dance around the kitchen.
2nd C: What do they do then?
1st C: Every day they go back to the nest. Each day the goose lays one golden egg. But the farmer grows greedy.
2nd C: Doesn't he think that one golden egg a day is enough?*
1st C: No, he doesn't. He kills the goose and cuts it open.
2nd C: Why does he do that?
1st C: He's looking for all the golden eggs at once.
2nd C: Does he find a lot of golden eggs?
1st C: No. He finds nothing at all. He doesn't even have the goose any more.
2nd C: The story teaches us not to be greedy.
(* Complex sentence - not introduced as a target yet, but included here for expediency.)

Part 2 - The Earth
A: The earth revolves around the sun. Did you know that?
B: Yes, I did. Does the moon revolve around the sun also?
C: No, it doesn't. The moon goes around the earth.
A: Do the other planets revolve around the sun, too?
C: Yes, they do. The earth is just one of the planets.
B: Don't the planets ever bump into each other?
C: No, they don't. Each planet travels its own orbit around the sun. An orbit is a path. The sun pulls each planet to keep it in its own orbit.
A: Do all the planets move in the same direction?
B: Yes. The planets do move in the same direction. They also go around the sun at different speeds. So at certain times, two planets appear close together.
A: All this is interesting. Just think. Right now we're moving around the sun.

EXTRA MATERIAL:

Poor Old Lady (Author unknown)
Poor old lady, she swallowed a fly,
    I don't know why she swallowed a fly.
    Poor old lady, do you think she died?
Poor old lady, she swallowed a spider.
    It squirmed and wriggled and turned inside her.
    She swallowed the spider to catch the fly.
    I don't know why she swallowed a fly.
    Poor old lady, do you think she died?

Poor old lady, she swallowed a bird.
How absurd! She swallowed a bird.
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Poor old lady, do you think she died?
Poor old lady, she swallowed a cat.
Think of that! She swallowed a cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Poor old lady, do you think she died?
Poor old lady, she swallowed a dog.
She went the whole hog when she swallowed the dog.
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Poor old lady, do you think she died?
Poor old lady, she swallowed a cow.
I don't know how she swallowed the cow.
She swallowed the cow to catch the dog,
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Poor old lady, do you think she died?
Poor old lady, she swallowed a horse.
She died, of course.

(Taken from SOUNDS OF THE STORYTELLER by Bill Martin, Jr. New York: Holt, Rinehart and Winston, Inc., 1966, pp. 254-255. Last line of each stanza changed from "poor old lady, I think she'll die," to "poor old lady, do you think she died?")

EXERCISES:

1.

A:		B:
Do you have a lot of	toys?	Yes, I do.
	books?	No, I don't.
	pets?	I don't have a lot of toys.
	dresses?	(etc.)
	relatives?	

2.

A:		B:
Doesn't she like to	garden?	Yes, she does.
	sew?	No, she doesn't.
	wash?	She doesn't like to garden.
	bake?	(etc.)

3.

I have a lot of	peaches.	Do you	want	one?
	pencils.		need	
	cookies.			
	comic books.			
	new rubber bands.			

4.

We do need a new	eraser.	The old one is useless.
	book.	
	chair.	
	desk.	
	globe.	
	ball.	

5.

She does look	sad.
	sick.
	funny.
	cute.
	hurt.
	nice.
	lonely.

6.

1st Group:			2nd Group:
Doesn't she	work	at Keaukaha School?	No, she doesn't.
	teach		
	play		
Don't they know	the rules?		No, they don't.
	the teacher?		
	the vowel sounds?		
	the Hiapos?		
The bus doesn't go around the	block.		
	park.		
	school.		
Doesn't your sister go to	school?		No, she doesn't.
	the store?		
	the beach?		
	the library?		

7.

The	cat	chased	him	around the	block.
	dog		them		building.
	goat				tree.
	bully				yard.
					park.

(Use one substitution at a time.)

8. She had a scarf around her neck.
necklace
lei
handkerchief

9. Don't you want to tell us the story?
joke?
riddle?
secret?
about the accident?
fight?

LESSON VIa - Grade 3

TARGETS:
1. Modals:
    - a. may (to ask permission) - interrogative, predicate substitute
    - b. can - interrogative, predicate substitute, affirmative and negative declarative
    - c. will - affirmative declarative
2. Irregular past: took

NOTES:
1. Let children get permission from each other to do something. Children give or withhold permission using the short answers.
2. Ask each child the question:
   "What will you do with a hundred dollars?"
   "What will you do during the summer?"
3. Let each child tell about a task he *can* do and a task that he *can't* do.
4. Ask children to make believe that there's a treasure chest. Then ask each child:
   "What did you take from the treasure chest?"
   "How many things did you take out?"
   (To elicit the past tense "took".)
5. Game: "I went on a camping trip/to visit my grandmother last week. I took along a __________."
   Next child adds another item, plus the one previously mentioned.
6. A: I'm having a birthday party next week. Can you come?
   B: Yes, I can.
   A: You can also bring a friend.
   B: May I bring (Name)?
   A: Yes, you may. /No, you may not.
7. Use pictures of actions taking place to elicit questions beginning with "can":
   A: Can you paint like this boy?
   B: Yes, I can. /No, I can't.
8. Running errands: Teacher can ask child to take something somewhere. Then another child asks:
   "Where did (Name) go?" Third child answers:
   "He took a note to (Name)."
9. For extra material use:
    - a. "Bedtime" by Eleanor Farjeon. Arbuthnot, May Hill, *Time for Poetry*. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 100.

b. "Winds" by Solveig Paulson Russell. Rasmussen, Carrie, *Let's Say Poetry Together*. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 99.

DIALOGUE:

Swimming Lessons

A: Hi, (Name). Where are you going?

B: I'm going to Onekahakaha Beach.

A: May I go with you?

B: Yes, you may.

A: Can you swim?

B: Yes, I can.

A: When did you learn?

B: I learned last summer. I went to the swimming pool at the airport. I took swimming lessons. I went there for six weeks. I can swim pretty well. Can you swim?

A: No, I can't. I can't even dog paddle. Can you teach me?

B: Yes, I can. We can go to the swimming pool. I'll be glad to help you.

A: That'll be wonderful. Can we start next week? I can't go this week.

B: Sure. 'Bye. I'll see you next week.

EXERCISES:

	A:		B:
1.	May I go	to the swimming pool?	Yes, you may.
		to the shopping center?	No, you may not.
		to the rest room?	
		to the chalkboard?	
		to the circus?	
		to the second grade class?	
		with you?	
		alone?	
		to the beach?	
		to the fair?	
		to the wedding?	
		outside?	
2.	May I tell you	something?	
		about my trip?	
		a story?	
	May I ask you	a question?	
	May I give	the dog a bone?	

May I take the dog for a walk?
May I keep it?
them?
save some?
one?
May I say something to you?
John?
Brenda?
them?
her?
him?
(Note: "can" may be substituted above for "may".)

3. (Students to practice the questions chorally before individually.)

A:	B:
Can you play the trumpet?	No, I can't. I can't play. (etc.)
the guitar?	
basketball?	
football?	
Can you thread a needle?	No, I can't. (or a long answer)
row a boat?	
drive a car?	
ride a bike?	
make a lei?	
draw a dog?	
paint a picture?	

4a.

	CUES:
T: I take hula lessons every day.	... yesterday
C: I took hula lessons yesterday.	
Derek takes ukulele lessons every day.	last year
She a trip	last month
He a nap	a long time ago
I take dancing lessons	for a long time
exercises	last Saturday
vitamin pills	
a walk	
singing lessons	
swimming lessons	

4b. Darius took a ball to our picnic last year.
a tent
a mat
his pet
a friend
a fishing net
a candy bar

Darius took his surfboard to our picnic last year.
a flower
a jacket

5. A: B:
(Name) takes hula lessons. I don't, but I took some last year.
guitar lessons. before.
sewing lessons. (etc.)
singing lessons.
ukulele lessons.
swimming lessons.

6. T: I'll help you. ...he He'll help you.
C: He'll help you.
show
tell
take

7. T: You'll bring one tomorrow. ...take us upstairs
C: You'll take us upstairs.
She'll show us a nest.
They'll listen carefully.
show us the pets.
tell us tomorrow.
We'll show you the way.
He'll fix it for you.
make one for the class.
draw you a map.

8. T: May I tell you a story? ...about my trip
C: May I tell you about my trip?

CUES: take you to the beach?
take you home?
will he
stay with you?
they
go to the fair?
she
movie?
may I
alone?
take some cookies home?

(Multiple slot substitution.)

LESSON VIb - Grade 3

TARGETS:
1. Modals:
    a. will - negative declarative ("not" contracted), interrogative, predicate substitute
    b. shall - interrogative (with first person pronoun)
2. Noun determiners: kinds of, any, many
3. Preposition: during

NOTES:
1. Let each child tell what he does during recess or during the summer vacation, after another child asks the question: "(Name), what will you do during recess or during the summer vacation?"
   A third child can change the reply to the opposite by saying that he won't do that particular thing.
2. Let each child ask a question beginning with "shall".
3. Teacher gives the plural forms of count nouns. She asks children to use "many," "kinds of," and "any" with these noun plurals.
   Example: "...apples"
   A: I don't have any apples.
   B: Will you buy many kinds of apples?
4. Use pictures of plural nouns or actual objects to elicit the use of "many," "kinds of," and "any."
5. Let each child tell about something that his pet, or little brother or sister, refuses to do.
   Purpose: To elicit the use of "won't."

DIALOGUE:

A Building Set

The third graders have something new in their classroom. It's a building set. They can build a whole village. It will have many buildings and streets. The boys and girls will learn about different kinds of buildings.

Mrs. Kubota: Children, will you please work quietly on the Playskool Village? You can take turns working there.
Class: Yes, we will.
Willoughby: Will you let us (Will we be able to/May we) work on it during recess? We won't be noisy.
Mrs. Kubota: Yes, I will. (Yes, you will. /Yes, you may.)
Emmett: Will you divide us into committees?
Mrs. Kubota: No, I won't. I'll let you choose your working partners.
Willoughby: Emmett, will you help me with this street?
Emmett: Yes, I will. Shall we put some stores on this street?

Willoughby: Yes, let's. We'll put in different kinds of stores. We won't have any homes on this street.
Mabel: Shall Mildred and I work on another street? We can put up homes on that street.
Mrs. Kubota: That's a good idea.

EXERCISES:

1. A: He'll go.
   B: He won't go.
   A: The guinea pig will sleep during the day.
   B: It won't sleep during the day.
   CUES: The kitten ... will sleep well
   baby
   They'll ... trick us.
   She'll ... wait for us.
   He'll ... stay with us.
2. (Multiple slot substitution):
   T: He won't go with us. ... the baby
   C: The baby won't go with us.
   CUES: the chicken
   the pigeon
   they
   sing a song
   my sister
   play
   it
   she

3.	She'll	watch.	Will you	show	her?
	He'll	follow.		lead	him?
	They'll	help you.		listen to	them?
	Mary will				her?
	The teacher will				

4.	I'll	take	you.	Will you	follow me please?
		help			let me?
		show			come with me?
		tell			keep it a secret?
		teach			practice every day?
		draw			stand still?
		watch			show me?
		carry			let me?
		follow			lead me?
		ride with			take me?
		tell			tell someone else?

5. Teacher: Will she let us go?
Class: Will she let us go?
Child: Yes, she will.
CUES: Will they sleep tonight?
he lick the ice cream cone?
John go to the beach some time?
she fill the bucket?
eat too much?
study hard?

6.
T:		C:
Who will	lead us out?	I will.
	help Karen?	
	help me now?	
	teach me to make a lei?	
	take this message to the principal?	

7.
A:			B:
What kinds of	toys	will you choose?	I don't know.
	marbles		
	games		
	puzzles		
	books		
	colors		
	paints		

8.
Shall we	study our science lesson	now or	eat our lunches?
	go to the store		swim?
	fingerpaint		draw?
	dust		wash the dishes?
	pull it		push it?
	mow the lawn		water the flowers?
	keep it		throw it back?
	feed it		chase it away?
	play tetherball		kickball?
	use the dictionary		ask the teacher?
	pick it up		leave it?

9. The salesman sells many kinds of brushes.
He buys swimsuits.
She magazines.
dishes.
slippers.
books.

10. He collects different kinds of coins.
guns.
plants.
fishes.
stamps.

He collects different kinds of orchids.
model airplanes.

11. T: What often happens during the night?
C: Cats often prowl during the night.
meow
fight
Dogs bark
sleep
guard
Frogs croak
leap
jump
swim
Owls fly
hoot
hunt
Faucets drip
make sounds

12. A: I have a fishing pole. Do you have any fishing poles?
pet. pets?
face mask. face masks?
red pencil. red pencils?
fish net. fish nets?
pigeon. pigeons?
toy ship. toy ships?
B: Yes, I do.
C: I don't have any pets.
(etc.)

13. We don't grow any cranberries in Hawaii.
walnuts
apricots
blueberries
good apples

14. We don't have any lions roaming free in Hawaii.
elephants
zebras
woodpeckers
giraffes
bears
But we have many ants in Hawaii.
mongooses
spiders
centipedes
crickets
toads

But we have many mynah birds in Hawaii.
pigs

15. John doesn't have any apples left to give away.
peanuts
oranges
pencils
kittens
stamps
fishes

* * * * * * *

LESSON VIc - Grade 3

TARGETS:

1. Modals:
   - a. would - interrogative, predicate substitute, affirmative and negative declarative
   - b. could - interrogative, predicate substitute, affirmative and negative declarative
2. Irregular plural: people
3. Noun determiners: those, these
4. Preposition: without

NOTES:

1. Teacher gives each child a number of the same object, or a picture of a number of the same objects. Each child uses the determiners "those" and "these" to tell about their objects and those of others:
   A: I'll buy those apples on the table.
   B: I'll buy these apples here.
2. Let each child tell about going to school last year, minus a necessary item, or tell about a toy with a missing part:
   A: I went to school without a sweater.
   B: I have a truck without tires.
3. "Would" and "could" may be used interchangeably in a question like this: "Could you help me with this?" (Meaning may be different, or about the same.)
   - a. Children ask questions beginning with "would" or "could". Others give a reply in the affirmative or negative declarative:
     A: Could you see the jet?
     B: I could see the jet. /I couldn't see the jet.
     A: Would you ride a jet? (etc.)
   - b. Give a sentence in the affirmative declarative and have a child transform it into the interrogative form, using the appropriate pronoun. Another child

gives the reply:
T: Darren could help Jon with his work.
A: Could he help Jon?
B: Yes, he could.

4. Exercises: Use "these" and "those" with "kinds of" -- a target in previous lesson:
"I want those/these kinds of apples."
5. One child asks another if he could perform a particular task in the past. Child answers with the predicate substitute.
6. Have pictures of crowds, or the children pretend they're at a certain place. (The teacher can cue them.) Children describe what people are doing:
"The people are watching a ball game."

DIALOGUE:

A New House

The Wessels are building a new house in Panaewa. Many people are helping to build the house. Would you like to hear about these workers? We wouldn't be able to have homes without these helpers.

A: Dad, could we go to Panaewa to see our new house?
Dad: Yes, we could. Tomorrow's Saturday. I could plant some fruit trees. We wouldn't be in the way of the carpenters and electricians. Those workers are very busy right now.
A: I'd like to watch them work. I could make a report in school. Those people are important workers.
Dad: You're right. Could you name other workers?
A: Well, we talked about them in school. We couldn't build a house without a plumber.
Dad: No, we couldn't. What other helper would we need?
A: We would need a painter. He'd be about the last worker to finish the house.
Dad: Yes, he would. Building a house today is very different. In the early days, the pioneers did everything. Each man could do many different things.

EXERCISES:

1.

A:				B:
Would	you	like to	go?	Yes, I would.
			play?	No, I wouldn't.
	he		join us?	Yes, he would.
	she		look at it?	No, she wouldn't.
	they		sit down now?	(etc.)

Would	John	like to	try some of this?
			put it away?
			see it?
			push the button?

2.

A:			B:
Would	you	help me?	Yes, I would.
	he	push me?	No, he wouldn't.
		pull me?	Yes, he would.
	she	cook it for me?	(etc.)
		give me a ride?	
		let me go first?	
	they	let me go with you?	
	John	put it on the bulletin board?	
	Mary	sit in the room with me?	
	you	show me your collection?	

(Note: Sentences in #1 may be changed to affirmative declarative: "I would like to go.")

3.

Would it	hurt	you?
	protect	him?
	save	
	help	
	scare	
	lift	
	bite	

4.

He	wouldn't	go.
She		like it.
They		help her.
(Name)		push me.
You		eat.
		be good.
		play football.
		keep still.
		sit on the cushion.
		repeat it.
		share it.

5.

(Name)	wouldn't	listen to the teacher.
They		follow the rules.
She		feed the pets.
He		read the stories.
		help the others.
		put the books away.

6.

I'd like to go but	I'm not ready.
	I don't have a bike.
	I have to watch my baby brother.
	I have to run an errand.

I'd like to go but my mother won't let me.
I can't.

7. He'd hold the ladder, but he's not strong enough.
help you,
pull you,
push the wagon,

8.

A:			B:
Could you	ride a bike	last year?	Yes, I could.
	reach that doorknob		No, I couldn't.
	read that book		
	write well		
	come to school alone		
	swim		
	ride the bus alone		

9.

A:		B:	
Could I borrow your	pen?	Yes, you	can.
	pencil?		could.
	bicycle?	No, you	can't.
	fishhook?		couldn't.
	spelling book?		

10.

A:			B:
Could he go	fishing,	too?	Yes, he could.
	with you,		No, he couldn't.
	along,		
	alone,		
	to the game tonight,		

11. (Possible responses for one question):
A: Could I borrow your workbook?
B: Yes, you can.
No, you can't.
You could, but I have to use it.
No, you can't. I'm using it.
You could.

12. I could tie my shoelaces last year.
answer her questions yesterday.
see the mountains this morning.
tell you a story about that.
see a lot of stars last night.
ride my bike a year ago.
hear her this morning.
hear them singing.
feel it moving.
count twenty-five mynah birds outside this morning.

13. You could hide in the bushes.
answer her questions.
count them for us.
hear them singing.
tell us about that.
hear them all over school.
look for it.
push the wagon.
clean the room.
see them clearly.

14. I couldn't tie my shoelaces this morning. I was too cold.
see any stars last night. The sky was cloudy.
ride a bike last year. I was too small.
lift my sister last year. I wasn't strong enough.
answer her questions this morning. I was too sleepy.
tell you about that. I wasn't listening carefully.
climb on the roof. I was too scared.
hear them singing. They were too far away.
count the mynah birds this morning. My dog scared them away.

15. The teacher couldn't understand them.
Sharon
Henry
They
She
He
I
You
reach
locate
smell
feel
carry
touch
catch
hear
train
see
ride
lift
find

16. John can't go with you now but he could tomorrow.
do it now
dig for shells now
play now
make it now
come now
shop now
call him now
swim now

17. They couldn't find anybody.
We see
call
fool

18. The people at the game were noisy.
angry.
excited.
restless.
hungry.
hot.

19. A lot of people went to see the new jet.
eruption.
new zoo.
ship.
visitors.
President.

20a. These people here can go first.
see the movie.
get tickets.
find seats.
hear the speeches.

20b. Those people there can go last.
can't see the movie.
can't get tickets.
can't find seats.
can't hear the speeches.

21. Many people had their lunches with them.
cameras
pets
radios
raincoats
umbrellas

22. These apples in this basket are mine.
books
pencils
crayons
jacks
magazines

Those apples on that corner table are hers.
books his.
pencils
crayons
jacks
magazines

23.	These	pencils	here belong to Jane.
		books	
		puzzles	
		toys	
		dishes	
	Those	pencils	there belong to Mary.
		books	
		(etc.)	

24.	You can't go out without your	sweater.
		umbrella.
		brothers.
		jacket.
		raincoat.
		slippers.

25.	An	elephant	without	a trunk	would look	funny.
	A	rabbit		ears		(odd).
		giraffe		a long neck		
		zebra		any stripes		
		clock		any hands		

(Have children think of other funny [odd] sights.)

* * * * * * *

LESSON VId - Grade 3

TARGETS: 1. Modals:
- a. ought to - affirmative declarative
- b. might - predicate substitute, affirmative and negative declarative
- c. may (to express possibility) - affirmative and negative declarative, predicate substitute

NOTES:

1. Let each child tell what a boy or girl ought to do every day: "He ought to clean his own room."
2. "May/might" can be used interchangeably in a statement like this: "I may go to Honolulu."
3. First child tells about the possibility of going somewhere or doing something in the near future. Second child echoes with a predicate substitute:
   A: I might swim tomorrow.
   B: I might, too.
4. First child tells about the possibility of someone liking a particular thing. Second child uses the predicate substitute to tell that someone else might also like the same thing:

A: My sister might like an apple.
B: Ann might, also.

5. Children give rules about pet care. Elicit the use of "ought to": "You ought to feed pets regularly." They can also tell what they should do at night or at other times.
6. Each child tells about the possibility of someone not liking something or not being able to go somewhere.

DIALOGUE:

A Pet Guinea Pig

The third graders have a pet guinea pig. They call her Gingerbread. She's brown and white. She's a good pet. You ought to visit the third graders. They might/may let you hold Gingerbread. But . . . they might/may not.

A: Hi, Gingerbread. I ought to clean your cage right away. I might/may not be able to do it later. It's very dirty.
B: I'll hold Gingerbread for you. She might/may run away.
A: You're right. She might. /may.
B: We ought to close the doors, then she can run around the room. She might like that.
A: Good idea. The other boys and girls may/might want to play with her also.

EXERCISES:

1. (Multiple slot substitution):
   T: He ought to answer my letter. . . . you
   C: You ought to answer my letter.
   CUES: the teacher
   note
   the principal
   visit the fourth grade class
   John
   sing the national anthem
2. You ought to help your father rake the yard.
   carry the rocks.
   mow the yard.
   pull the weeds.
   catch the thief.
3. Boys and girls ought to be kind to animals.
   listen to their teachers.
   parents.
   say, "Thank you."

Boys and girls ought to	think about others.	
	be helpful.	
	follow	safety rules.
		school rules.
	obey the J. P. O.	
	take care of books.	

4.

A:			B:	
They	might go	on a trip this summer.	We	might, too.
We	may	to Kona	They	may
She		to the mainland	He	
He		to Disneyland	She	
		with you		

5.

A:				B:	
(Name)	might	read those three books.		He	might not.
	may	need a thick pencil.			may
		need a new toothbrush.		She	might not.
		throw the ball at us.			may
		find her sweater later.			
		buy me those bracelets.			
		have a	birthday party.		
			toothache.		
			sore throat.		

6.

A:			B:	
I	might	visit the zoo next summer.	I	might, also.
	may	build a model airplane.		may
		take swimming lessons.		
		buy you something.		
		deliver newspapers.		

7. A: (Name), would you like to swim with us?
play
pick guavas
walk home
watch TV
go on a hike

B: Yes, but my mother might not let me swim with you.
may
play
(etc.)

8.

A:		B:	
I have to	help my mother now.	I ought to	help my mother, too.
	go to the library.		(etc.)
	study now.		
	rake our yard now.		
	wash our car.		
	wash my dog.		

LESSON VIe - Grade 3

TARGETS:
1. Modals:
   a. should - interrogative, predicate substitute, affirmative and negative declarative
   b. must - affirmative and negative declarative
2. Irregular plural: children
3. Irregular third person singular: has

NOTES:
1. Substitute names of children.
2. Each child tells about one thing he must do and something he mustn't do: "I must feed my dog regularly."
   "I mustn't kick my dog."
3. First child asks a second child whether they should do something. Second child gives a short answer. Third child gives a statement to the contrary:
   A: Should we buy a kite?
   B: Yes, we should. /No, we shouldn't.
   C: You shouldn't buy a kite now. /You should buy a kite."

   Variation:
   a. Choose teams with three on each team. Teacher can casually choose team members, keeping varying abilities in mind. Assign teams to different parts of the room.
   b. Each team takes a part: "A" asking the question, "B" giving the predicate substitute response, and "C" giving the complete statement.
   c. Individuals shift positions within the group after each round.
4. Modals are often interchanged with each other with only a slight difference in meaning:
   "That must be/ought to be/should be interesting."
5. Have children ask someone for advice:
   "Should I buy this doll or that troll doll?"
   Someone else can change it to an affirmative statement:
   "You should buy the troll doll."
   Or negative statement;
   "You shouldn't buy the troll doll."
   Or to make it stronger:
   "You must/mustn't buy the troll doll."
6. Let children tell about something they have to do which needs immediate attention. Teacher can perhaps make up a situation: (It's beginning to rain. Mother looks at her clothes hanging outside and says,)
   "I must bring the clothes in."

7. Have pictures of children in action. Let class tell what the children are doing: "The children are dancing."
8. Have the children tell what or whom they should obey, and why:
"I should obey my mother. Then she won't scold me."

DIALOGUE:

School Rules

We must obey school rules. School rules protect children. Not obeying school rules might cause accidents. We should listen to the J. P. O. s. They help to protect us.

A: Should we always listen to the Junior Police Officers? Some of them are always yelling at us.
B: We mustn't talk back to a J. P. O. He's a school helper. He's trying to do a job. But he shouldn't be rough with little children. He should explain the rules to them.
A: Should he report naughty children to the principal?
B: Yes, he should. That's his job.
A: Should a J. P. O. punish naughty children?
B: No, he shouldn't. He can talk to the children and explain the rule. He must try to be polite. He mustn't be mean.
A: A J. P. O. certainly has an important job. It isn't an easy job. I'm going to try to obey the rules. Then the J. P. O. s won't have to remind me.

EXERCISES:

1.	A:	Should	the children	surprise their father?
			they	bother the dogs?
			he	get another pencil?
			she	gather up the books?
			I	bathe the dog now?
			we	play with brother?
	B:	Yes,	you/he/she	should.
		No,	they (etc.)	shouldn't. They should do it later.

2.	I	must	study today.
	We	should	sweep the floor.
	He		mow the lawn.
	She		wash the dog.
	They		fix the bike.
	You		help mother.

3. (Choose two children to take the parts of the mother and the child):
Mother: You mustn't let your pet scratch the walls.
shouldn't
chew the rugs.
chew the slippers.
jump on the couch.
jump on the baby.
bother the neighbors.
Child: (Turning - shakes a finger at an imaginary pet)
You mustn't scratch the walls.
chew the rugs.
(etc.)

4. T: The boys and girls are swimming.
C: The children are swimming.
CUES: The boys and girls are painting.
playing on the slide.
eating bananas.
climbing the tree.
racing.
dancing.

5. T: The teacher's reading to those boys and girls.
C: The teacher's reading to those children.
CUES: The teacher's telling those boys and girls a story.
singing with those boys and girls.
marching
playing
counting those boys and girls.

6. We must hurry. We mustn't be late.
have to run.
finish quickly.
clean up now.

7. I must look for my spelling book. I need it now.
sweater.
umbrella.
library book.
pencil.
glove.

8. The kindergarten children are singing with their teacher.
1st grade going to the zoo.
2nd grade watching the puppet show.
4th grade going on an excursion.

9.

A:	B:
Do you have my pencil? jacket? quarter? umbrella?	No, (Name) has it.

10.	We have many	friends	to play with.
		pets	
		toys	
		games	
		brothers and sisters	
	The new boy has no	friends	to play with.
	girl	pets	
	He	toys	
	She	games	
		brothers and sisters	

* * * * * * *

LESSON VIf - Grade 3

TARGETS:
1. Objective pronoun: them (referring to inanimate objects)
2. Negative imperative
3. Irregular past: gave

NOTES:
1. Substitute names of children.
2. Teacher or a child can say that he had several things. (Use count noun plurals.) Use the following pattern:
   A: I had three marbles yesterday. I don't have them now.
   B: Did you give them to someone?
   A: Yes, I did. I gave them to Jon.
   Variation: Children sitting next to each other can form pairs and have a dialogue.
3. Children tell about safety rules, school rules, and good manners. Encourage this use of the negative imperative.
4. Teacher makes up a sentence with "give". A child is asked to phrase it in the past. Use "every day" with present tense and "yesterday", or some other adverb to signify the past.
5. Teacher can have pictures of count nouns. (Each picture must contain more than one of the same thing.) A child gets to choose one picture and he names what he sees; then tells what he can do with the objects pictured, substituting the pronoun "them":
   C: Oranges. I can eat them.
6. Use the same pictures as above. Have the children respond to the question:
   T: Who did you give the _______ to?
   C: I gave them to my mother.
7. Set up two teams. Each team takes turns setting up

object cues for the other team to use in a sentence:
Team A: Guavas
Team B: I'm going to take them home.
The teacher can be the judge. A team gets a point whenever it gives a correct sentence.

DIALOGUE:

Bicycle Rules

Should we have rules for bicycle riders? Car drivers have rules. They must obey them. Bicycle riders should obey rules also. Let's talk about these rules.

A: (Name) has a new bike. His aunt gave it to him for his birthday.
B: That's great. Now we all have bikes. Let's ride them to the beach on Saturday.
A: We should talk about safety rules. My dad won't let me ride around with careless riders.
B: That's a good idea. What are some things to remember?
A: We should obey all traffic lights and signs. Don't ignore them.
B: Don't carry passengers on your handlebars.
A: Don't weave in and out. And don't swerve from side to side.
B: Don't forget to keep to the right.
A: We shouldn't ride on sidewalks.
B: Don't do stunts or race on the highway.
A: And don't ride at night without lights or reflectors. Car drivers might/may not see you without them.

EXERCISES:

1. (Name) has many rocks. He has a lot of them.
    questions.
    stamps.
    games.
    books.
    toys.
    pets.
    butterflies.
2. She knows many songs. She'll teach them to you tomorrow.
    games.
    dances.
    riddles.
    poems.
    rhymes.
    rules.
    stunts. /tricks.

3. Each child names another child and an object or animal. Teacher asks the pattern question using these two words. Children use the pattern sentence to respond:
C: James - firecrackers
T: When did James give you the firecrackers?
C: He gave them to me yesterday.
Examples: Gabriel - marbles
Larna - rocks
Jon - baseball cards

4. T: Never pick up hot things from the stove with bare hands.
C: Don't pick up hot things from the stove with bare hands.
T: Never ride in a car without buckling your seat belt.
play around deep holes.
stick things in electrical outlets.
throw things from moving cars.
pet strange dogs.
go off with strangers.
go swimming alone.
chase fire engines.
play with matches.

5. T: Alice - candy bar
A: I'll give Alice a candy bar.
B: I gave Alice a candy bar.
(One child can give the first response. Second child give the past tense response.)
CUES: (Use with a name)
birthday present
another ride
big hug
lollipop
toothbrush
kitten
bunny
moth
puppy

6. T: dog - another bone
I gave the dog another bone. ...cat - another fish
C: I gave the cat another fish.
CUES: mynah bird - another seed
dog - another bath
guinea pig - another leaf
parrot - another cracker
frog - another fly
rabbit - another carrot

7. T: John had some rocks.
C: John had some rocks.
T: (Cue) ... away He gave them away.
C: He gave them away.

T:	CUES:
Mr. Gomez had some rabbits.	some carrots
Joseph had some horses.	some carrots
She had some fishes.	some worms
Helen had some elephants.	some peanuts
Michael had some doves.	some crumbs
Brian had some dogs.	some bones
Sandra had some turtles.	some bugs

8. Don't give the baby the marbles.
cookies.
pointed stick.
glass.
fork.

9. A: I had an arrow. The teacher took it from me.
a slingshot. policeman
water pistol. J. P. O.
box of matches. principal
firecracker.

B: I had many arrows. The teacher took them from me.
slingshots. policeman
water pistols. J. P. O.
boxes of matches. principal
firecrackers.

10. A: Don't forget to bring your books tomorrow.
dental card
picnic lunch
color crayons
kite
fishing poles

B: I won't forget them.
it.

LESSON VIIa - Grade 3

TARGETS:
1. Mass nouns: food, meat, rice, water, milk
2. Noun determiners: several, kind of, much

NOTES:
1. Substitute children's names in the dialogue. Since the class is planning a picnic, everyone is participating. This is the reason for so many characters.
2. Set up a cafeteria situation and have servers and customers.
    - a. Server:
      How much rice/meat/milk/water/food
      do you want?
      Customer:
      I want one scoop/a bowl of rice.
      a large slice/piece/chunk of meat.
      a glass/cup/carton/bottle of milk.
      a glass/a cup of water.
      a lot of/different kinds of food.
      (Use plurals also: scoops of, etc.)
    - b. Customer: (holding out plate on a tray)
      May I have one scoop/a bowl of rice? (as above)
      Server: (with appropriate gestures)
      Yes, you may. Here's your rice, (etc.)
3. Mass nouns:
    - a. "water" -- Teacher asks: "What can we do with water?" Sample replies: "We can drink it. /take a bath in it. /swim in it. / wash the dishes in it. /water our plants with it."
    - b. "rice" -- Teacher asks: "How can we use rice?" Sample replies: "We can eat it. /throw it at weddings. /make designs with it."
    - c. "meat" -- Teacher asks: "How do we cook meat?" Sample replies: "We fry it. /roast it. /barbecue it." "We cook it with beans. /onions. /long rice." Teacher asks: "How do you like to eat meat?" Sample replies: "I like to eat it with vegetables. / rice."
    - d. "milk" -- Teacher asks: "How does milk help us?" Sample replies: "Milk makes our bones strong."
    - e. "food" -- Teacher asks: "Why does your body/do we/ do plants/do animals need food?" Sample replies: "Food makes our bodies/body cells grow."
4. Let each child think of all the different ways we can ask for or talk about meat, rice, milk, and water.

DIALOGUE:

A Picnic Lunch

The third graders are planning a picnic at Onekahakaha Beach. They want to surprise Mrs. Kubota. They're planning the menu.

A: How much food should we bring to the picnic?

B: Let's bring a lot of it. I get hungry at the beach.

C: We know that. We're talking about different kinds of food.

D: Barbecue meat is tasty. Let's bring some. We can cook it on the grill.

E: Then we need a big pot of rice. Rice tastes good with meat. Could your mothers cook it for us?

F: Sure, my mother can. She'll cook a pot of rice.

G: My mother can too. Let's have several pots of rice.

H: We'll get thirsty and hot. Let's bring a thermos of water. I always have a glass of water with my meal.

I: Water isn't nourishing. We should bring some milk. Shouldn't we bring a quart of milk?

J: Maybe we need two quarts of milk. Does Mrs. Kubota drink milk?

K: Sure she does. Milk is good for grownups too. Let's bring a gallon of milk.

Mrs. Kubota: What kind of food are you going to serve me at the picnic?

Children: We won't tell you now. The picnic food is going to be very delicious. It'll be a surprise.

EXERCISES:

1. This kind of food tastes good. Let's eat it.
That smells bad. Let's throw it away.
looks give it to the dog.
The food doesn't taste good.
(Convert to "does" questions: "Does the food taste good?"
"Yes, it does. /No, it doesn't.")

2. The meat is hard to chew. I don't want to eat it.
tough I won't eat it.
cold
hard to swallow.
(Convert to questions: "Is the meat hard to chew?"
"Yes, it is. /No, it isn't.")

3. The rice is too soft. I can't eat it.
dry.
hot. /cold.
It's sticky.
hard.

4a.	The water (from this fountain)	tastes	bad.	Don't drink it.
			funny.	
	The water (in the bay)	looks	rough.	Don't swim in it.
	Water gives nourishment to	people.		
		plants.		
		trees.		
		flowers.		
		insects.		
		vegetables.		

4b.	A:			B:
	Is the water in the	aquarium	clean?	Yes, it is.
		basin		No, it isn't. Let's change it.
		fish bowl		
		bathtub		
		bucket		
		dishpan		

5a.	The milk	tastes	sweet.
		looks	sour.
		smells	good.

5b.	A:		B:
	Is the milk	tasty?	Yes, it is.
		sour?	No, it isn't.
		warm?	
		sweet?	
		cold?	
		hot?	

6a. Counters with mass nouns:

6a.	A:	How much rice do you want?	
	B:	One scoop/one bowl/one bag	of rice is not enough.
		Two scoops/bowls/bags	of rice are not enough.
6b.	A:	How much meat do you want?	
	B:	One piece/chunk/slice	of meat is not enough.
		Several pieces/chunks/slices	of meat are not enough.
6c.	A:	How much water do you want?	
	B:	One glass/cup/bottle	of water is not enough.
		Two glasses/cups/bottles	of water are not enough.
6d.	A:	How much milk do you want?	
	B:	One glass/cup/carton/ quart/gallon/bottle	of milk is not enough.
		Two glasses/cups/cartons/ quarts/gallons/bottles	of milk are not enough.

6e.	A lot of	food	makes	me sick.
	Some			
	Several kinds of		make	
	Different kinds of			

7.	I don't	eat much	rice.	One	bowl of rice	is enough for me.
			meat.		slice of meat	
		drink much	water.		glass of water	
			milk.		pint of milk	

* * * * * * *

LESSON VIIb - Grade 3

TARGETS:
1. Noun possessive: /-s, -z/ endings
2. Irregular verbs: lost, found
3. Noun determiner: whose

NOTES:
1. The pronunciations of the possessive endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVa.
2. Substitute children's names in the dialogue and the exercises.
3. Have children talk about things they have lost and found:
"Did you lose anything last year?/last week?"
"Did you find it?" "Where did you find it?" ANS:
"Last year I lost my slippers. I found them in a hole."
Have children talk about having helped someone look for something that someone had lost and found:
"Did your friend, brother or sister ever lose anything?"
"Did you ever help him find it?"
4. Hold out or point out work done by children or articles belonging to the children and ask, or have a child ask another: "Whose ______ is this?"
ANS: "That is Willoughby's _______."
Have each child ask another for the name of a relative/friend/pet:
A: Do you have a brother/sister/cousin/uncle/friend/aunt/pet? Tell me his/her name.
B: My brother's name is ________.
(Note: Do not use names ending in sounds to which /-əz/ should be added, since this is a target for the next lesson.)

DIALOGUE:

Lost and Found

Some children always lose things. Are you like them? Some children always find things. Are you like them? Let's listen to these children. Who are the losers and who are the finders?

A: Whose sweater is this?
B: That blue one is Derek's.
A: And whose sweater is this?
B: That red one is Larna's.
Derek: I'll take mine now. Thank you for finding it.
Larna: I'll take mine also. I'm glad to find it. It's really my aunt's sweater.
C: I lost a brown sweater yesterday. Did you find it?
A: We found a blue and a red sweater. We didn't find a brown one.
C: That sweater isn't really mine. It's my brother's. He might scold me for losing his sweater.
Children (except C): Would you like us to help you look for your brother's sweater?
C: Yes, please. I must find it.
B: Oh, look! Look in Gingerbread's cage. Gingerbread's sleeping on Harry's sweater.

EXERCISES:

1a.	Gabriel Kipapa's	brother	went	to the beach.
	Wakeland's	sister		for a walk.
	Adriene's	cousin		to school.
	Edna's			home.
	Raelynn Keala's			

1b.	Whose	brother	went home?	-- Wakeland's . . .
		sister		
		cousin		

(For complete reply, go back to previous statements.)

1c.	The	lizard's	favorite food is	insects.
		spider's		
		toad's		
		bulldog's		meat.
		puppy's		
		lion's		
		tiger's		

2a.	Derek's	mother	took a lot of	food	to the picnic.
	Emmett's	father		water	(etc.)
	Edith's	uncle		milk	
	Janet's	aunt		rice	
	Ruth's			meat	
	Michael Roebuck's				

2b. Whose mother (etc.) took a lot of food to the picnic?
(For complete reply go back to previous statements.)

2c. T: The shark's home is in the water.
All: The shark's home is in the water.
A: Whose home is in the water?
B: The shark's.
C: The shark's home is in the water.
(Use the above format for all the following sentences):

The	shrimp's	home is in the water.
	duck's	
My	pet's	home is in our garage.
	cat's	
The	goat's	home is outdoors.
	cricket's	
	elephant's	
	giraffe's	
	snake's	
	parrot's	home is that pretty cage.
	parakeet's	

3.

They	lost	their	pet	at the beach.
She		her	pen	in school.
He		his	book	in the cafeteria.
I		my	bike	in Kona.

I lost my	raincoat.	(Name) found it.
	sandwich.	
	math book.	
	marbles.	(Name) found them.
	books.	
	crayons.	
	pennies.	

* * * * * * *

LESSON VIIc - Grade 3

TARGETS:
1. Noun possessive: /-əz/ ending
2. Irregular verb: fell
3. Reflexive pronoun: himself
4. Mass nouns: rain, weather, help, shelter, protection
5. Noun determiner: lots of
6. Strengthening the use of modals

NOTES: 1. Substitute children's names whenever possible.
2a. Have children reply to:
"What kinds of sounds does the rain make?"

"Rain makes tap tap/splashing sounds."

"What is sunny/rainy weather good for?"

"Sunny weather's good for going on a picnic."

"Rainy weather's good for sleeping all day."

2b. Change to past: "fell"

"The newborn calf/lamb/colt/dog/kitten falls down."

Cue: "yesterday"

"The newborn calf fell down yesterday."

3. Children who have younger brothers can tell what each brother can do by himself.

4. Teacher can have pictures of singular count noun objects, or real objects, and call on two children at a time. Give the first child a picture:

A: I have an orange. Do you want it?

B: No, I don't. I want lots of oranges.

A: I'm sorry. I don't have lots of oranges. I just have one.

5. For extra material use:
   a. "The Umbrella Brigade" by Laura E. Richards. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman & Company, 1952, p. 147.
   b. "Rain" by Robert Louis Stevenson. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman & Company, 1952, p. 145.

DIALOGUE:

Shelter From the Rain

People and animals need food and water to live and grow. But they need shelter also. They need some protection from different kinds of weather.

John: The weather isn't good today. That dark cloud's bringing lots of rain.

Michael: The rain's coming! It's coming now! Quick, we mustn't get wet.

John: Where can we go? We must find some shelter.

Michael: We're near James's house.

John: James! James! May we come in? We're cold.

James: Come in quickly! A lot of rain's coming in the door.

James's mother: Do you need some help with your wet things?

John: No, thank you. I don't need any help.

James's mother: Isn't Michael with you?

John: He was here a minute ago.

James: He's talking to a horse! He must be crazy! He's pulling the horse's tail! Oops, he just fell down.

John: Did the horse fall down?

James: No, silly. Michael fell down. Oh, he just picked himself up.

James's mother: He was trying to lead the horse to the shed. But the horse didn't need Michael's help. He went to his house by himself.

John: Is the shed the horse's house?

James's mother: Yes, a horse needs some protection from the weather just like us.

James: Michael, you ought to come in now and get warm.

James's mother: Michael, you can wear James's jacket.

Michael: I'm all right. I can wear the horse's blanket. We're pals now.

EXERCISES:

1a.	James's	dog can't	sing.	Grace's	dog	can.
	Francis'		jump.	Janice's		
	Darius'		blink.	Phyllis'		
	Darren Gomez's		sit up.	Helen Bash's		

1b.	The	horse's	baby needs	lots of	food.
		mouse's		some	water.
		mongoose'			
		ostrich's			
		cockroach's			
		porpoise's			
		fish's			
		crayfish's			
		goldfish's			

2.	Rain	waters	plants.
			trees.
			flowers.

Rain	washes	our	houses.
		the	trees.
			plants.
			cars.
			vegetables.

Some	rain fell	yesterday.
A lot of		last night.
Lots of		last week.
		last month.

3a.	This weather's bad for	fishing.
		camping.
		swimming.
		picnicking.

3b. The weather's cold today.
hot
bad
good

4a. They need a lot of help with the books.
We a little
I some
lots of
your

4b.

A:	B:
Do you need any help	Yes, I do. I need a lot of help.
with those magazines?	lots of
pictures?	some
boxes?	No, I don't. I don't need any help.

4c. Let's look for some shelter under the umbrella.
house.
trees.

4d. We need shelter from the rain.
protection sun.
wind.
some protection from the tidal wave.
lava flow.
wild dog.
bull.

5. He's reading to himself.
talking
smiling
humming
He scratched himself with a pencil.
stick.
pin.

He looked at himself in the mirror.
window.

He went walking by himself.
fishing
camping
swimming

6. She fell flat on her face.
He his
I my
The rain fell heavily.
trees
chair
book

They fell in the yard.
We classroom.
She cafeteria.
He street.
library.

LESSON VIIIa - Grade 3

TARGETS:
1. Comparative-superlative suffixes: -er, -est
2. Irregular comparative-superlative: better, best
3. Mass noun: sound

NOTES:
1. Substitute names of children.
2. Give a lot of models using the comparative and superlative forms before asking the children to produce these forms independently.
3. Have articles of different sizes. Have children compare them.
4. Children can compare themselves with each other: "I'm taller than you are."
5. Children are asked to use the superlative suffix to describe an object or person: "Joan has the cutest puppy. It's fluffy and white."
   CUES: "small dog/friendly girl/smart baby"
6. Children ask each other why they like one animal better than another. Second child gives a reason why, using the comparative suffix:
   A: Why do you like a cat better than a dog?
   B: Because a cat is cuter.
7. "A Boast Fest" - Tell each child that he's going to be allowed to brag. Let each child tell what skill he surpasses another person in and he can even claim to be the best in that skill: "I'm a better runner than Daniel. I'm the best runner in Keaukaha."
8. For more practice, the teacher might go back to the second grade set of lessons.
9. For extra material use "Taking Off" by Mary McB. Green. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 73.

DIALOGUE:

Transportation

The pioneers had to travel very slowly. They used covered wagons, horses, and rafts. They didn't have trains or trucks. They didn't have airplanes.

A: What is the fastest way to travel today?
B: By jet. Some jets can travel faster than sound.
A: Is going by jet the best way to travel?
B: It depends on people. For some people, traveling by boat is a

better way.
A: Going by ship is a slower way to travel. Some people like that better.
B: The slowest way to travel is to walk. A lot of pioneers did that.
A: We're lucky. We have better ways of traveling today.
B: To me, riding a jet is the best way to travel. You can get anywhere very quickly.

EXERCISES:

1. My whistle is louder than yours.
prettier
longer
shinier
smaller
shriller
noisier
Mine was the loudest whistle in the store.
prettiest
longest
shiniest
smallest
shrillest
noisiest
(After the pattern has been established, the teacher can just give the base word, then call on a child to provide the sentences):
T: . . . loud
C: My whistle is louder than yours.
Mine was the loudest whistle in the store.

2. T: I have a neat desk.
A: (Name's) desk is neater than yours.
B: Oh, no. (Name) has the neatest desk.
CUES: friendly pet
thick sandwich
large ball
sharp pencil
long pencil
hard arithmetic problem
bright shirt
big balloon
big thumb

3. (Name) is the happiest boy in this class.
friendliest
tallest
funniest
liveliest

4. I took the juiciest orange from the basket.
sweetest
biggest

I took the prettiest orange from the basket.
tastiest

5. See, my orange is juicier than yours.
sweeter
bigger
prettier
tastier

6. This coconut is better than that one.
apple
potato
orange
watermelon
walnut

This is the best coconut/apple (etc.) in the sack.

7. This is the best way to swim.
learn.
paint.
swing.
go.
throw.

8. T: ...rice - potatoes
Rice tastes better than potatoes. ...milk - water
C: Milk tastes better than water.
CUES: An apple - a tomato
A ripe banana - a green banana
A cookie - a dog biscuit.
A birthday cake - a pancake
Meat - vegetables

9. (Substitute names):
John is a better student than Dick.
reader
catcher
leader
ball player
kicker

He's the best student in my class.
(etc.)

10. The sound of rain makes me sleepy.
happy.
thirsty.
drowsy.
sad.

11. The sound of dogs growling frightens me.
people screaming
sirens/firecrackers

12. Traveling teaches us about different kinds of places.
people.
food.
animals.
plants.

13a. A: Does (Name) do much traveling?
B: No, he/she doesn't. He/She doesn't like traveling.
Yes, he/she does. He/She likes traveling.

13b. A: Did (Name) do much traveling last year?
B: No, he/she didn't.
Yes, he/she did. He/She went to ______ ,
___________, and ___________.

14. Traveling by boat is interesting.
train exciting.
bus
jet

* * * * * * *

LESSON VIIIb - Grade 3

TARGETS:
1. Mass nouns: cement, limestone, clay, rock, sand, concrete, lumber, gravel
2. Irregular past: saw
3. Irregular plural: men
4. Reflexive pronoun: themselves
5. Noun determiner: a few
6. Strengthening the use of comparative-superlative suffixes: -er, -est

NOTES:
1. Substitute names of children.
2. Each child tells what children should be able to, or can do, by themselves:
   A: Children can dress themselves.
   B: Children should be able to walk to school by themselves.
3. Teacher asks:
   "What did you see on your way to school this morning?"
   "What did you see on your way home from school yesterday?" (To elicit past tense form "saw".)
4. "What did you see at the circus? At the fair?
   (Who and what): In the parade? In Honolulu?
   At the airport?"
5. "What did you see on TV last night?"
6. Have pictures of more than one man in action. Ask

children to tell what the men are doing. To facilitate it, you can give the sentence using the pronoun and have the children substitute with the noun:

T: They're painting the house.
C: The men are painting the house.

7. "Let's Pretend" -- Each child uses either of the following patterns. He can use his imagination:
   A: I went to the zoo and saw a ________ .
   B: The farmer went into the barn and saw a _______.

DIALOGUE:

The Concrete Mixer

People use different kinds of materials in building shelters for themselves. One of the materials is cement. Limestone and clay make up cement. Limestone is a special kind of rock. A big machine must first grind the clay and limestone into a powder. Then the cement makers must burn the powder in very hot ovens.

A: Concrete is one of the strongest building materials. It's stronger than lumber.
B: We see quite a few concrete buildings in Hilo.
A: To make concrete, the builder must mix cement, sand or gravel, and water.
B: I saw a concrete mixer at work yesterday. It was the strangest-looking truck. It was even stranger-looking than a tow truck.
A: Doesn't the machine mix the gravel, cement, and water?
B: Yes, it does. It goes round and round. Then the concrete is ready. It's the fastest way to mix concrete.
A: Yes. A machine can mix it faster than a man.
B: Men smooth out the freshly-poured concrete. Then they put up a "Keep Off" sign.
A: Why?
B: Because the concrete is wet and soft. It will set in about 4 hours.

EXERCISES:

1.	Cement is	a building material. a powder. useful. heavy. strong.

2.	A man	stacked	some	bags of	cement.
	The men	carried	three	sacks of	limestone.
		moved	lots of		clay.
		lifted	many		

A man emptied thirty sacks of cement.
The men thirteen
a few

3. Limestone is a kind of rock.
a white rock.
a powder.
useful.

4. A: Do cement makers use much limestone?
need clay?
burn
B: Yes, they do. They use a lot of limestone.
(etc.) (etc.)

5. Rock helps to make good roads.
walls.
bridges.
fireplaces.

6. A: How much rock do workmen mix with concrete?
B: A lot of rock.
Not much rock.
Lots of rock.

7. Clay is important.
useful.
sometimes wet.
sometimes dry.

8. Clay comes in bags.
in different colors.
from underground.

9. Concrete is very strong.
very hard.
stronger than lumber.
useful.

10. A: How much gravel do you need?
lumber
limestone
sand
rock
cement
clay
B: Not very much.
I need a whole truckload of gravel.
three bags of (etc.)
a lot of

11. Lumber comes from the mainland.
huge trees.
sawmills.

12. Sand at some beaches is black.
coarse.
white.
fine.
green.

13. T: Did you see the movie "Mary Poppins"?/"Hawaii"?
C: Yes, I did. I saw it at the Palace. /Mamo.

14. T: Who did you see at school yesterday?
C: I saw my teacher Mrs. Kubota.
my friend Luke.
Darren Gomez.

15. (Change to past tense):
I see a truck hauling bags of cement.
loads of sand.
limestone.
gravel.
clay.

16. (Teacher gives a sentence using the singular noun "man". Children use the same sentence but talk about more than one man.)
T: The man's mixing concrete.
C: The men are mixing concrete.
CUES: drying the clay
hauling gravel
sand
driving the concrete mixer
digging for limestone

The strongest man pulled the wagon.
heaviest man joined the contest.

The man needs some clay.
poured a lot of concrete into the hole.
carried cement.
gravel.
sand.

I saw a man mixing concrete.
building a shed.
hauling sand.

We saw a strange man in the house.
park.
schoolyard.

17. The children painted it themselves.
pasted
presented
decorated
carried
found/took

18. The children entertained themselves.
The girls listened to
The boys blamed
looked at
19. The children couldn't finish the dollhouse by themselves.
kite
birdcage
puppet
puzzle
wagon
boat
20a. A: The third grade spelling book is easy. /thin.
B: second easier. /thinner.
C: first the easiest. /thinnest book of all.
20b. A: The third grade spelling book is hard. /thick.
B: fourth harder. /thicker.
C: fifth the hardest/thickest book of all.
21. A: Look at my dog. He's hungry!
thirsty!
healthy!
B: Look at *my* dog. He's hungrier!
thirstier!
healthier!
C: Look at *my* dog. He's the hungriest dog of all!
thirstiest
healthiest
22. A few boys helped themselves to the food.
people
men
children
girls
23. A: Did you see many tourists at the airport?
lei sellers
people
children
men
B: No, I saw only a few tourists. /lei sellers. (etc.)

EXTRA MATERIAL: "A Riddle From Mother Goose"

Little Nanny Etticoat
In a white petticoat,
And a red nose;
The longer she stands
The shorter she grows.
(A candle)

(Taken from Arbuthnot, May Hill, *Time for Poetry*. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 85.)

LESSON IXa - Grade 3

TARGETS:
1. Comparative-superlative with "more - most"
2. Mass nouns: information, fun

NOTES:
1. Substitute names of children.
2. Children tell what books or activities are more interesting or more useful than others:
   "My book is more interesting than yours."
3. Children tell about a book or someone who was most helpful.
4. Children tell about something or someone being more beautiful, most beautiful, more helpful, most helpful, in comparison to other persons or things:
   "Jon is the/my most helpful friend."
5. Each child tells what kind of information he found in an encyclopedia:
   "I found some/a lot of information about airplanes."
6. Make extensive use of real children and also pictures on the chalkboard to get the idea of the comparative and the superlative across.

DIALOGUE:

Books

Books are our friends. They give us much information. We learn many new things from books. We can borrow books from the library and from the Bookmobile.

A: Some books are more interesting than other books.
B: I agree. And some books are more helpful. /more useful.
A: I had to find out about guinea pigs last month. The most helpful book was a science book.
B: My brother borrowed the most interesting book yesterday.
A: What kind of book was it?
B: It had all kinds of information about dinosaurs.
A: Some books are just fun to read. They make us laugh.
B: Yes. Some take us to make-believe lands.
A: I like those books, too.

EXERCISES:

1. T: Who can tell the most fantastic story?
   A: John can.
   B: No, Dave can. His stories are more fantastic than John's. He can tell the most fantastic stories.

2. T: What's the most interesting place to visit? ..Disneyland
A: Disneyland is the most interesting place to visit.
CUES: Honolulu Knott's Berry Farm
Kohala A sugar mill
Waimea The macadamia nut factory

3. Litchis are more delicious than guavas.
bananas.
oranges.
papayas.

4. The most popular flower in Hawaii is the orchid.
dance hula.
tree coconut tree.
fish mahimahi.
mountain Mauna Loa.
city Honolulu.
fruit pineapple.

5. Your shirt is more comfortable than mine. It fits me better.
sweater
jacket
glove
coat
cap
ring

6. A: What's the most useful tool to the farmer?
plumber?
carpenter?
painter?
mechanic?
B: I don't know. We can ask a farmer.
(etc.)

7. I saw the most wonderful toy yesterday.
movie
game
book
sight

8. The booklet gave us some information about Christopher Columbus.
encyclopedia a lot of plants.
dictionary lots of cement.
newspaper food.
magazine
My Weekly Reader

9. Information comes to us every day in many different ways.
Information comes to us by messenger.
letter.
telephone. /telegraph.

10. A: How much information about cities can you find in the encyclopedia?
schools
countries
animals

B: I can find a lot of information about cities.
some schools.
lots of (etc.)

11a. Is that information correct?
helpful?
useful?
important?

11b. That information is more interesting than mine.
helpful
useful
important

12. A: Did you have much fun at the beach?
zoo?
park?
football game?
swimming?
hiking?
dancing?
surfing?

B: Yes, I did. I had a lot of/lots of fun.
No, I didn't. I didn't have much fun.

13. Swimming is fun.
Painting
Hiking
Surfing
Running races
Spearfishing

* * * * * * *

LESSON IXb - Grade 3

TARGETS:
1. Irregular plural: teeth
2. Irregular past: told
3. Strengthening the use of the comparative-superlative with "more - most"

NOTES:
1. Substitute names of children.
2. Children can tell about a Halloween or a bad or frightening experience and tell who was most frightened, or about someone being more frightened than others.

3. Children can tell why teeth are important. They can also tell what different teeth do:
   A: Some teeth grind the food.
   B: Some teeth tear the food.
4. The ways of independently eliciting the use of "teeth" would be limited. Most of the practice in the use of the plural would be gotten through the exercises.
5. Use art work or objects around the room to elicit the use of the comparative-superlative with "more - most".
6. Each child can make believe that he has gone to see the dentist, doctor, or to the principal. He tells what they told him: "My dentist told me to brush my teeth regularly."

DIALOGUE:

Dental Health

Children should visit the dentist every six months. Even the strongest teeth have cavities.

Human beings have two sets of teeth. We call the first set the baby teeth, and the second set, the permanent teeth.

A: I lost a tooth yesterday. It fell out.
B: Was it a baby tooth or a permanent tooth?
A: It was a baby tooth.
B: My mother took my sister and me to the dentist last week. I was the most frightened child in the office. I was more frightened than my little sister.
A: Silly. The dentist won't hurt you. My mother told me that long ago.
B: I found that out. He was the kindest person. He was kinder than my doctor. He told me to open my mouth. He checked my teeth. He told me to come back in six months. Then he gave me a pencil.
A: My dentist gave me the most interesting book. It gave me a lot of information about my teeth. He also told me how to care for my teeth.

EXERCISES:

1. A: What is the most beautiful flower here?
   B: Well, the gardenia is more beautiful than the rose. It's the most beautiful flower here.

   The hibiscus is more beautiful than the carnation.
   pikaki crown flower.
   plumeria ginger.

The marigold is more beautiful than the zinnia.
lehua petunia.
orchid anthurium.

(As soon as the pattern is set, let the children express their own opinions.)

2. My bike is more expensive than yours.
wagon
model plane
baseball glove
toy truck
football

It was the most expensive bike in the store.
(etc.)

3. (Name) has the most interesting rock collection of all of us.
difficult puzzle
beautiful curls
colorful dress
shirt

4. Some animals are more dangerous than others.
insects
plants
tools
machines

5. A: What is the most dangerous animal?
insect?
plant?
tool?
machine?

B: Let's find out. We can look for the information in the encyclopedia.

6. The dog's teeth were sharp.
shark's yellow.
wicked-looking.

7. Some animals use their teeth to defend themselves.
tear food.
chew food.
grab things.
carry things.

8. Some animals' teeth are sharp.
blunt.
large.
small.
dangerous-looking.

9. (Change to the plural):
I saw a shark's tooth.
An elephant's tooth is large.
The dentist filled my tooth.
I pulled my tooth with a string.
I lost my front tooth by falling from a tree.
This tooth is for chewing.
This tooth is for cutting.
A mouse's tooth is small.
The dentist checked my brother's tooth.
sister's
aunty's

10. The teacher told us to skip.
run.
hop.
roll.
jump.
paint.

11.

A:	B:
Who told you that story? riddle? joke?	My sister did.

12. My teacher told us a ghost story.
funny
sad
scary

13. She told the children to be quiet.
to sit still.
to take a nap.
to go away.
to clean the room.

LESSON Xa - Grade 3

TARGETS:
1. Past progressive
2. Expletive: it
3. Preposition: after
4. Irregular past: forgot
5. Mass noun: time
6. Reflexive pronoun: myself

NOTES:
1. Other names can be substituted.
2. To elicit the expletive "it", the teacher can ask the following questions:
    a. "What was the weather like yesterday? /last weekend?"
    b. "What kind of weather are we having today?"
    c. "What time is it?"
3. Some children can be asked to make believe that they're parents talking to their children. They can tell their "children" the time and what it's time for:
   "It's eight o'clock. It's bedtime."
4. To elicit the past progressive, the teacher can ask questions about temporary activities that were in progress at some time in the past:
   T: How was he feeling yesterday?
   C: He was feeling better yesterday.
5. Teacher can ask children to do something independently while she does something else. Then she can turn to one child and ask a question; child in turn asks someone else:
   T: What was Jon doing?
   A: He was tapping his desk. (Name), what was Derek doing?
   B: Derek was scratching his ears.
6. Teacher can ask each child the question:
   "Did you ever forget to do something important?" or
   "Did you ever forget to bring something to school?"
   Children to answer in complete sentences:
   "I forgot to . . . . "
7. Each child tells what he does after school.
8. Play a game: Teacher gives a word. Then gives two other words. To put the words in alphabetical order, she asks a child which of the two words comes after the first word:
   T: . . . dog. fish -- boy
   C: Fish comes after dog.
9. Children are to tell what they do "after lunch, recess, school, dinner": "I take a nap after lunch."

DIALOGUE:

Saturday

Jon and Derek were planning to go on a hike. They were getting their things together. It started to rain suddenly. They had to call off their hike.

Jon's father was painting the garage by himself that morning. The boys decided to help him. Derek went home after lunch.

Willoughby: I called you this morning but you weren't at home. Where were you?
Derek: Oh, I was at Jon's house. We were planning to go on a hike. But it rained.
Willoughby: What did you do?
Derek: We helped Jon's father. He was painting the garage. Why did you call me?
Willoughby: I wanted you to go to the movies with me. I didn't want to go by myself. It was a good movie.
Derek: It was nice of you to think of me. Jon and I were thinking of going to the movies also. We started to help his father and forgot to watch the time.

EXERCISES:

1. T: What were you doing at 2:30 yesterday?
...walking home from school
C: I was walking home from school.
(Note: Teacher can change the time -- at 7:30 this morning, etc. After the children have learned the pattern well, they can ask the question.)
CUES: walking to school
talking with my friends
playing on the jungle gym
running on the porch
sitting "
standing "

2. A: I saw you yesterday. Where were you going?
B: I was going to the beach.
to a picnic.
to a friend's house.
to Honokaa.
Where were you going?
A: I was running an errand for my mother.
going to the store.
to the Bookmobile.
to the neighbor's.
to the laundromat.
mailing a letter.

3.

A:	B:	
Why couldn't you play yesterday?	I was sewing	a dress.
(Repeat the question)		an apron.
		a blouse.
	baking	a cake.
		a pie.
		some cookies.
	helping	my father.
		mother.
	cleaning	our yard.
		house.
		garage.
	taking	a nap.

4. The puppy was taking a nap.
chasing a ball.
biting the stick.
chewing on a bone.
jumping on the girl.

5. The children were playing on the jungle gym.
building with blocks.
catching butterflies.
chasing the dogs.
picking flowers.
painting.

6. (The teacher might use a clock and ask: "What time is it now?")
It's eight o'clock.
nine "
ten "
seven-thirty.
five minutes after eleven.

7.

A:			B:		
It was	hot	yesterday.	It was	hotter	the day before.
	cold			colder	
	windy			windier	
	sunny			sunnier	
	warm			warmer	
	cool			cooler	
	cloudy			cloudier	
	awful			even more awful	
	wonderful				
	beautiful				

8. It's time for the Captain Honolulu Show.
the newspaper boy to come.
my baby brother's nap.
the mailman.

It's time for me to go.
bed.
recess.

9. It's fun to roller skate.
ride the roller coaster.
camp at the beach.
swim with fins.
visit relatives.

10. Is it hard to open this box?
ride a motorbike?
learn to swim?
move this desk?
climb that tree?
open that gate?

11. It's easy to obey the rules.
hit the ball.
use this map.
jump this fence.
catch the bus.
find the page.

12.

A:	B:
How much time do you need to finish your painting?	I don't need much time.
to go to the store?	I need a lot of time.
to run the errand?	
to work on the airplane?	
to do your arithmetic lesson?	

13. Is it time to read?
go?
change?
play?
leave?
eat?

14. A: Where do you go after school? (Repeat question)
B: I go to the baseball field after school.
to the beach
to the playground
to the store
to my friend's house
to my cousin's house
home
swimming
riding
surfing

15. A: What do you do after brushing your teeth?
(Repeat question with cues)
B: After brushing my teeth, I rinse my mouth. -- OR
I rinse my mouth after brushing my teeth.
CUES: swimming -- shower and go home
eating -- wash and dry the dishes
sweeping the room -- sweep the porch
washing my face -- dry it

16. T: ... say 'goodbye'. This morning I forgot to say 'goodbye'.
(Repeat with cues)
C: This morning I forgot to say 'goodbye'.
CUES: to brush my teeth
to feed my dog
to eat breakfast
to empty the garbage can
to close the door
to make my bed

17. A: I forgot my wallet.
B: What did he forget?
C: He forgot his wallet.

A: We forgot our library books.
B: What did they forget?
C: They forgot their library books.

CUES: pencil
thirty cents
mother's note
address
telephone number

18. I forgot to lock the house.
turn off the stove.
feed my baby brother.
go home right after school.
wait for my brother at the dentist's office.
take my sister to the doctor.
go to the doctor.
turn off the shower.

(After practicing and learning the form of this drill, the students can add explanatory remarks in another drill.)

I forgot to lock the house. A thief took my father's wallet.
I forgot to turn off the stove. The rice burned and filled the house with a bad smell.

19. I scratched myself on a kiawe branch.
bruised the sharp rocks.
poked with the pencil.
knicked the pocketknife.

20. I talk to myself all the time. He talks to himself too.
read reads
sing sings
practice by myself practices by himself too.
come to school by myself comes to school by himself

21. I was home all by myself yesterday. I had to eat by myself.
play
study
watch the house
feed the dog

22. A: Do you need help in washing the dishes?
picking the mangoes?
carrying the groceries?
fixing the bikes?
B: No, thanks. I can wash them myself.
pick
carry
fix

* * * * * * *

LESSON Xb - Grade 3

TARGETS:
1. Irregular plural: scissors
2. Strengthening the use of the expletive "it" and the use of the past progressive

NOTES:
1. "Scissors" takes a plural verb, whether referring to one or more than one. But when the determiner phrase "pair of" is added, the word takes a singular verb and a singular pronoun:
   A: My scissors are sharp. They're sharp.
   B: My pair of scissors is sharp. It's sharp.
2. Teacher can ask each child the question:
   "What were you doing at seven o'clock last night?"
   (To elicit the past progressive.)
3. Each child can ask or tell something about scissors:
   "May I borrow your scissors? Mine aren't here."

DIALOGUE:

Sharing

It was after supper. Lorene was playing with her sisters. They were making paper dolls. They were using scissors to cut out the dolls. Lorene's little sister was having a hard time. Lorene was trying to help her.

Lorene: Scissors are to cut with, not to tear with.
Melissa: I can't help it. My scissors won't cut. I forgot my good scissors at school.
Lorene: It's easier to cut with sharp scissors. Try mine. They're

sharper.
Melissa: Thank you. My paper was beginning to tear.
Iwalani: I was using an old pair of scissors, too. It wouldn't cut. So I borrowed Mommy's scissors. She wasn't using them. They're much sharper than mine.
Melissa: It's fun to make paper dolls. Thank you for helping me.

EXERCISES:

1. I was eating my supper at 6:15 last night.
    washing the dishes
    playing outside
    riding my bicycle
    taking a bath
    watching TV

2.

A:	B:
What was your	
mother doing after breakfast?	She was washing dishes.
father	He reading the paper.
sister	drying the dishes.
baby brother	sleeping.
sister	

3. Setting: Two students meet.
    Teacher: Larna, ask Renee.
    Larna: What were you doing after school yesterday, Renee?
    Cue: ...helping Mrs. Kubota load her car.
    Renee: I was helping Mrs. Kubota load her car.
    CUES: sweeping the room
        doing my chores
        doing my monitor duty
        delivering newspapers

4. A: You saw a lot of animals at the circus. What were they doing?
    B: The elephants were walking in a circle.
        They standing on their heads.
            walking on two legs.
            carrying pretty girls.
        The lions were standing on their hind legs.
            monkeys sitting on huge boxes.
            horses jumping over chairs.
            bears growling at people.
            leaping from box to box.

5. He was dreaming about going fishing.
        to Honolulu.
    catching a big fish.
        a lion.

He was dreaming about riding on a jet.
a big ship.
a horse.
hitting a home run.
a homer.

6. It was a nice day yesterday.
beautiful day for swimming.
good day for baseball practice.
drinking cold drinks.
mowing the lawn.
raking the yard.
riding around on bicycles.

7. A: These scissors are new. They're newer than mine.
shiny. shinier
expensive. more expensive
big. bigger
pointed. more pointed
B: Those scissors are sharp. They're sharper than mine.
dull. duller
heavy. heavier
small. smaller
blunt. blunter

8. This pair of scissors is old. It's rusty.
That squeaky.
falling apart.
chipped.

9. This pair of scissors belongs to (Name).
I found it in the yard.
the box.
my desk.
my bag.
on the porch.
the shelf.
the teacher's desk.
the chair.

10. CUE: ..pair of -- on the table
(Name's) pair of scissors is on the table.
CUE: ..scissors -- on the table
(Name's) scissors are on the table.
OTHER CUES:
pair of -- in the drawer
scissors -- in my pocket
pair of -- on the shelf
pair of -- under the table
scissors -- in the wastebasket
pair of -- under my mat
scissors -- on the chair

LESSON XIa - Grade 3

TARGETS:
1. Expletive: there
2. Prepositions: onto, up
3. Mass noun: work

NOTES:
1. Names of children may be substituted.
2. Since preposition "onto" is not used too frequently, practice will probably be limited to the exercises.
3. Teacher can ask questions to elicit "there" as an expletive:
    - a. How many desks are there in this room?
    - b. How much food is there in the supermarket?
    - c. How many girls/boys are there in this class?
    - d. What animals are there in our zoo?
4. Children can also play a guessing game and ask each other questions:
    - A: Is there a toy in this room?
    - B: Yes, there is. There's a doll.
5. For extra material use "There's a Hole in the Middle of the Sea". Withers, Carl, A Rocket in My Pocket. New York: Holt, Rinehart and Winston, 1948.

DIALOGUE:

Simple Machines

There are many different kinds of machines. Machines helped to make the United States a rich country.

There are huge machines and there are very tiny machines. There are simple machines. There are complicated machines. People aren't strong enough to do many things by themselves. So machines help people do many things.

Three men wouldn't be able to load an 800-pound piano onto a truck by themselves. They can push it up a ramp. This will make their work easier. A ramp is an example of a simple machine. There's another name for a ramp. It's an inclined plane.

Edna: Are there any examples of simple machines in this school?

Mike: Yes, there are. One example is a venetian blind. The venetian blind works on a pulley. And a pulley is a simple machine.

Erlene: That's right. We learned about pulleys. Many small pulleys together can raise something heavier and bigger than the pulleys themselves.

Mike: A pulley has a grooved wheel for a cord or a chain. The cord or chain moves in the groove.

Edna: Is there another example of a pulley here?

Erlene: Yes, there is. The flag pole has a pulley.

Edna: We're lucky to have machines to help us. They do much of our work for us. There are a lot of machines in our homes. We should think about them.

EXERCISES:

1. (Substitute one slot at a time):

There's	a fly	on the window.
	an ant	on your desk.
	a spider	on the wall.
	a lizard	in the dish.
	a moth	in the corner.

A: Is there a fly on the window?
B: Yes, there is.

2. There are many books in the library.

There are many	books	in the library.
	magazines	
	chairs	
	pictures	

A: Are there many books in the library?
B: Yes, there are.

3. (Change to interrogative form):

There are a lot of	people	waiting outside.
	children	
	men	
	dogs	

4.

There's a	boy	waiting for you.
	girl	
	man	
	stranger	
	dog	

5.

There	are	many things at Kress store.
	is	a ship in the bay.
		clouds over Mauna Kea.
		a spider by your hand.
		a clock on the wall.
		chairs in the classroom.

6.

A:	How many	doors	are there in this room?
		students	
		people	
		windows	
		blackboards	
		boys	
		girls	
B:	There are	two doors (etc.)	in this room.

7a. (Teacher can create the appropriate setting.)
A: How many bags of rice are there in your store?
quarts of milk
pounds of meat
cans of cat/dog food
B: There are two bags of rice in my store.
(etc.)
A: Is there (any) (rice) in your store?
B: Yes, there is.

7b. A: How many bags of cement are there by the concrete mixer?
bags of limestone
bags of clay
piles of gravel
piles of sand
B: There are two bags of cement by the concrete mixer.
(etc.)
A: Are there any bags of cement by the concrete mixer?
B: Yes, there are.

8. A: How much rice is there on your plate?
meat
milk in your refrigerator?
water in the aquarium?
sand at Onekahakaha Beach?
B: There is a helping of rice on my plate.
a slice of meat (etc.)
a quart of milk
a lot of water
quite a lot of sand

9. Are there three windows in this room?
Is there a pint of milk in the refrigerator?
any rice in the bag?
many wild animals in the forest?
any boys in your family?
a good movie in town tonight?

10. He stepped from the ladder onto the roof.
balcony.
limb.
rock.

11. He climbed onto the roof.
jumped limb.
leaped horse.
mule.
table.
counter.
ledge.

12. He lifted the machine onto the table.
bag of rice
heavy package
box
cage
little boy/girl

13. The men carried the piano onto the truck.
chairs
tables
lamps
boxes

14. Walk up the stairs.
Run ramp.
street.
hill.

15. Can you climb up the coconut tree?
ladder?
steep hill?

16. The cat scampered up the tree.
climbed stairs.
scooted ladder.
dashed pole.

17. Look up the word in the dictionary.
information encyclopedia.
number telephone directory.
address

18. A: How much work is there left for me to do?
her to finish?
them
us

B: There's a lot of work left.
There's not much left to do.

19. This work is too hard for me.
easy my brother.
us.
them.

20. Your work is good.
untidy.
neat.
interesting.

21. A: Is your homework on my desk?
arithmetic work
spelling work

B: Yes, it is.
No, it isn't. It's in my bag.

LESSON XIb - Grade 3

TARGETS:
1. Preposition: near
2. Reflexive pronoun: yourself
3. Strengthening the use of the expletive "there"

NOTES:
1. Substitute names of children.
2. Teacher can place a number of objects on the table (ball, book, jacks, pencil, crayons, etc.) with a cover over them. She uncovers them for a few minutes to let the children see what's there and covers them again. Children guess and tell what there was on the table:
   A: There was a ball.
   B: There were some jacks. OR
   One child asks another child and second child answers:
   A: Jon, was there a ball?
   B: Yes, there was.
   (A picture can be used instead. Children try to remember what things were in the picture.)
3. Teacher can say to the child:
   "There's a park/beach/school/shopping center/sewer plant. You live close by it. What can you say to tell us that it's close by?"
   C: There's a park near my house. OR
   (Use the Playskool Village set. Have children tell about a location in the village in relation to another location: "The church is near the park.")
4. Teacher can ask each child: "Who lives/sits near you?" or "Who's near you now?"
   C: Darius lives near me.
5. Another more appropriate event may be substituted if the teacher wishes to do so. (Armed Forces Day, Kamehameha Day, etc.)

DIALOGUE:

The Merry Monarch Festival

There was a parade downtown one Saturday. It was the Merry Monarch Festival parade. There were many beautiful floats. There were lots of people watching the parade. It was a lovely day.

A: There was a parade last Saturday. I went to see it by myself.
B: Weren't you scared to go by yourself?
A: No, I live near town. Anyway, I love parades.
B: So do I. But I missed that parade. Our family went to Kona. Were there a lot of floats in the parade?

A: Yes, there were. There were marchers and people on horses. There was a band also.
B: What kind of parade was it?
A: It was in honor of the Merry Monarch.
B: And who was the Merry Monarch?
A: He was King Kalakaua.
B: There's a Kalakaua Park near the post office. Did people name the park after the same king?
A: Yes, they did. And every year there's a Merry Monarch Festival in Hilo. Oh, I forgot to tell you something else. There was a float for the king and queen of the Festival.

EXERCISES:

1a. I live near her.
them.
here.
him.
you.
Dennis.
school.
Gabriel.

I live near the Gomez family.
the Lancaster family.
the sewage plant.
the runway.
the highway.
the park.
the bagasse field.

1b.

A:	B:
Do you live near her?	Yes, I do. I live near her.
him?	(etc.)
them?	
me?	
Does she live near her?	Yes, she does. She lives near her.

2a. A: Is that your pair of scissors near the cupboard?
shoes the door?
slippers the table?

B: Yes, it is. That's my ______ near __________.
No, it isn't. Mine's near (Name's).

3. Don't go near the fire.
edge.
water.
runway.
poisoned weeds.
machine.

4a. There is / There's sand on the floor.
a pile of gravel by her driveway.
a man knocking on the door.
a hole in the wall.
a wastebasket by the desk.
a car in the driveway.

4b. There are plants in the room.
dogs outside.
mongooses in the field.
bags of cement near the new house.

4c. There are papers under your desk.
There is a cockroach in the corner.
a bag of rice in her car.
concrete around the flower bed.

(Change 4a, 4b, 4c to interrogative forms):
"Is there a pile of gravel by her driveway?"

5a. Is there another carrot in the refrigerator?
pepper
a quart of milk
a new boy/girl in your class?

5b. Are there any tomatoes in the garden?
good baseball players in your class?
showoffs in your class?
puppies in the pet shop?
new boys in your club?
apples left in the refrigerator?

5c. Is there a park nearby? Are there parks nearby?
beach beaches
store stores
school schools

6. You should be able to feed yourself.
bathe
dress
take care of

7. A: Can you finish the homework by yourself?
housework
yardwork
work on the board

B: Sure, I can finish it by myself.

8. A: B:

A:		B:
I need help to	catch the bird.	Catch it yourself. I'm busy.
	fix the bike.	Fix
	look for the quarter.	Look for
	cook the meat.	Cook
	build the shelter.	Build

9. A: There's a lot of food on the table. Help yourself.
There are doughnuts
barbecue meat
cherries/macadamia nuts

B: Thanks. I'll help myself to the food.
(etc.)

LESSON XIIa - Grade 3

TARGETS:
1. Tag questions
2. Mass nouns: wool, hair
3. Irregular plurals: sheep, clothes
4. Irregular past: came

NOTES:

1. Substitute names of children.
2. Teacher can translate into SE those sentences that children use in HID as tag questions. These are HID sentences usually ending in "huh?" or "yeh?"
   HID: "You going, yeh?"
   SE: "You're going, aren't you?"
3. Children can ask tag questions about where someone lives, or what they like or dislike:
   A: You live on Pua Avenue, don't you?
   B: Yes, I do.
4. Refer to the Pronunciation Section of the Manual for intonation patterns to use with tag questions.
5. To elicit other tag questions, have the children:
   a. Guess what someone is drawing on the chalkboard:
      "It's a house, isn't it?"
      Child drawing can reply:
      "Yes, it is," or "No, it isn't."
   b. Guess what thing or things are in the closet, desk, or box:
      "There's a broom in the closet, isn't there?"
      "There are pencils in the desk, aren't there?"
      Others can look in the closet, desk, or box and reply:
      "Yes, there is/are," or "No, there isn't/aren't."
   c. Ask about the time indicated on clock set by teacher:
      "It's 8 o'clock, isn't it?"
   d. Ask about today's or yesterday's, etc., weather:
      "It's sunny today, isn't it?"
      "It was raining yesterday, wasn't it?"
      To which others will reply:
      "Yes, it is/was," or "No, it isn't/wasn't."
6. Tag Questions: If the statement is affirmative, the attached question is negative; if the statement is negative, the attached question is affirmative. The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. The person asking a question beginning with a negative statement expects a negative answer. However, the person responding may either agree or disagree.

7. Children tell each other what they know about sheep.
8. Each child can describe his own or someone else's hair: "My hair is long."
9. Teacher can ask a child: "Did you ever have a visitor? Tell me about someone who came to visit you or the school."
10. The dialogue and exercise 21 are marked with intonation patterns. The teacher should adhere to these patterns until the children are familiar with them. She may then vary the emphasis, but the intonations on the tag questions should not be varied.

DIALOGUE:

Wool

Do you have a wool sweater? Some of you may have other woolen clothes. Wool comes from sheep. Sheep grow wool the same way your dog or cat grows hair.*

The sheep's wool is sheared in spring.* This doesn't hurt the sheep. They go right out to the pasture and start growing another coat of wool.

The wool from many sheep helps to make woolen clothes.

A: That's a new sweater, isn't it?

B: Yes, it is. It was a birthday present.

A: It feels so soft and cuddly. It keeps you warm, doesn't it?

B: Yes, it does. Would you believe it? This used to be on a sheep.

A: You don't mean the sweater, do you?

B: No, I don't. Silly. I'm really talking about the wool.

It came from a sheep.

A: You're right. The people at the mill clean and comb out the wool, don't they?

B: Yes, they do. They use big machines.

A: There are machines to do almost everything now, aren't there?

B: Yes, there are.

* Not introduced as a target yet but used here out of necessity.

EXERCISES:

1. The milkman comes to our house almost every day.
   T: . . . yesterday
   C: The milkman came to our house yesterday.
   T: . . . the mailman
   C: The mailman comes to our house almost every day.
   T: . . . yesterday
   C: The mailman came to our house yesterday.
   CUES: the neighbor's dog
   the neighbor's cat
   some mynah birds
   my auntie
   my cousin
   (Name)
2. A: Did the milkman come yesterday?
   mailman
   neighbor's dog
   B: Yes, he did.
   No, he didn't. But he came the day before.

(Notes:
1. If the children have difficulty, have them first say the sentences without the tag and then add the tag.
2. Go through the exercises using the falling intonation first. When the children are familiar with this pattern, go through the exercises again using the rising intonation. Then finally, combine both patterns.)

3. (Teacher can create the appropriate setting - visiting a sheep ranch, etc.).

A:	The wool from	that	sheep was very	dirty,	wasn't it?
		this		clean,	
		these		thick,	
		those		shaggy,	
				fluffy,	
				ugly,	
				pretty,	
				smelly,	

B: Yes, it was.
No, it wasn't.

4.

A:			B:
The wool is	soft,	isn't it?	Yes, it is.
	smooth,		No, it isn't.
	light,		
	heavy,		
	pretty,		

5.

People make	sweaters	from wool, don't they?
	blankets	
	coats	
	stockings	

6.

A:				B:
Edna	has	long	hair.	(Name) does too, doesn't she?
She		short		
Jon		straight		
He		soft		
My doll		pretty		
It		shaggy		
		shiny		
		blond		
		brown		
		red		

7.

A:		B:
Red	hair is nice, isn't it?	Yes, it is.
Brown		No, it isn't.
Black		
Short		
Long		
Curly		
Straight		

8. A: Did you see any animals? (Repeat question)

B:	Yes, we did. We saw	a goat	and	a sheep.
		two goats		three sheep.
		a cow		four sheep.

Yes, we did. We saw two cows and lots of sheep.
some cows a lot of sheep.

9.

A:	B:
I gave him a sheep.	I gave him two sheep. a dozen sheep.
Did you give (Name) any sheep?	Yes, I did. I gave him one sheep. some sheep.

10. A: A sheep is sleeping near the fence.
B: Two sheep are sleeping near the fence.
CUES: standing by a tree -- some sheep
following the farmer -- many sheep
drinking some water -- those sheep
running from a dog -- several sheep

11. Emmett's clothes were in the closet.
Their washing machine.
His/Her laundry basket.
Our/My

12. A clown's clothes are usually colorful.
silly.
funny.
bright.

13. A: Did you receive any clothes for your birthday?
B: Yes, I received a new shirt.
pair of socks.
swimming suit.
blouse.
skirt.

14.

A:	B:
It's sure hot today, isn't it? warm cool wet windy rainy	Yes, it is. No, it isn't. It's cold. cool.

15.

A:	B:
It's cooler today, isn't it? warmer hotter colder windier rainier cloudier sunnier	Yes, it is. No, it isn't. Yesterday was better. (etc.)

16.	A:		B:
	You live	in Hilo, don't you?	Yes, I do.
	Emmett lives	in Keaukaha, doesn't he?	Yes, he does.
		on Desha Avenue,	No, he doesn't.
		on Pua Street,	No, I don't. But (Name) does. (etc.)
		near the school,	
		near Jon's house,	

17.	A:			B:
	This	lei	is pretty, isn't it?	These leis are pretty too, aren't they? (etc.)
		flower		
		dress		
		shell		

18a.	It's time	for	spelling, isn't it?	Yes, it is.
			lunch,	No, it isn't.
			a nap,	
			P. E.,	
		to go	to school,	
			home,	

18b.	A:			B:
	It isn't time for	recess	yet, is it?	Yes, it is.
		bed		No, it isn't.
		lunch		
		swimming		

19a.	There's a	monkey in the zoo, isn't there?
		piece of candy on the plate,
		slice of meat in the refrigerator,
		child hiding in the closet,
		repairman on the roof,
		pair of scissors on the table,
		sheep in the yard,

19b.	There are	monkeys in the zoo,	aren't there?
		pieces of candy on the plate,	
		slices of meat in the refrigerator,	
		children hiding in the closet,	
		repairmen on the roof,	
		scissors on the table,	
		sheep in the yard,	

20.	A:				B:
	That	flower	is	pretty, isn't it?	Yes, it is.
		lei		beautiful,	No, it isn't. I don't think so.
		mango		delicious,	(etc.)
		guava		sour,	
		orange		sweet,	
		pineapple		ripe,	
		fish		huge,	

Those flowers are pretty too, aren't they?	Yes, they are.
(etc.) (etc.)	(etc.)
Today's Sunday, isn't it?	Yes, it is.
Monday,	No, it isn't. It's ________.
a school day,	
a holiday,	
Yesterday was Sunday, wasn't it?	Yes, it was.
(etc.)	No, it wasn't. It was ______.

21a. A: Aren't you going to help us with our May Day program?

Can you help us

B: I can't do anything.

dance the hula.

A: You can play the ukulele, though, can't you?

ipu

B: I can, but I don't want to.

21b. Jon: Derek can't play the ukulele.

ipu.
drums.

Gabriel: He can, too. (Turns to Derek) Derek, you can play the ukulele, can't you?

ipu,
drums,

Derek: Sure, I can.

21c. Jewelyn: I saw Erlene with her brother yesterday.

sister
pet monkey

Mabel: Erlene doesn't have a brother.
sister.
pet monkey.

Jewelyn: Sure, she does. (Turns to Erlene) Erlene, you
have a brother, don't you?
sister,
pet monkey,

Erlene: Yes, I do.

21d. Darren: We're going to have a play.
Emmett: And we're going to need a baby in our play.
(Turns to Mildred) You have a baby brother,
don't you? Why don't you bring him?

22. The baby's clothes were wet.
dirty.
new.
pretty.

23. My clothes are getting too small. I'll give them to my sister.
tight.
faded.
old. I'll throw them away.
shabby.
worn.

LESSON XIIIa - Grade 3

TARGETS:
1. Complex sentences
2. Mass nouns: sight, paper, smell, candy, taste, touch

NOTES:
1. Let children take parts.
2. Use pictures, objects, realia, and ask children what sense is being used. The children use the pattern from the dialogue:
   T: (. . . dog)
   C: When I pet a dog, I'm using my sense of touch.
   When I hear a dog barking, I'm using my sense of hearing.
3. Since the mass nouns "sight, smell, taste, touch" are not used very frequently, it isn't necessary to spend too much time trying to elicit them independently.
4. Have each child state:
   a. What he would do if he had a hundred dollars:
      "If I had a hundred dollars, I would . . . "
   b. What we should/must do or shouldn't/mustn't do if there's a fire:
      "If there's a fire, we should/must or shouldn't/mustn't . . . "
5. Have each child state what book, activity, etc., he enjoys/enjoyed best of all and the reason for his choice:
   "I enjoy going to the beach best of all because I like to swim."
6. For extra material use "Curious Something" by Winifred Welles. Arbuthnot, May Hill, *Time for Poetry*. Chicago: Scott, Foresman and Company, 1952, p. 120.

DIALOGUE:

My Five Senses

I see with my eyes.
I smell with my nose.
I taste with my tongue.
I touch with my fingers.
I hear with my ears.
I have five senses.

A: When I see the stars, a mynah bird, or my mother, I'm using my sense of sight. I'm seeing.

B: When I smell food, or burning paper, or a gardenia, I'm using my sense of smell. I'm smelling.

C: When I taste a lemon or a bar of candy, I'm using my sense of taste. I'm tasting.

D: When I feel rain on my hand or touch a piece of sandpaper, I'm

using my sense of touch. I'm touching.
E: When I hear the jet overhead, or the footsteps and shouts of children, I'm using my sense of hearing. I'm hearing.
F: Sometimes I use only one sense at a time. Sometimes I use several senses at one time. Each sense is important to me.

EXERCISES:

1. My sense of smell isn't very good.
The dog's sense of hearing
My grandma's sense of taste
touch
sight
2. I make crunching sounds when I eat carrots.
nuts.
potato chips.
green mangoes.
celery sticks.
3. When I win a race, I feel happy.
lose sad.
see excited.
4. A: How do you feel when you see a rainbow?
(Repeat question with cues)
B: When I see a rainbow, I feel happy.
smell a gardenia,
ride a bicycle,
eat some litchis,
5. A: What do you do when you wake up late?
B: When I wake up late, I hurry.

CUES:

For Child A	For Child B
it's time to eat	go to the cafeteria
a jet flies over	cover my ears
it rains	play in the house
school's out	go home
there's a fire drill	walk out quickly and quietly

6. My brother can't come because he has a toothache.
sister she stomach ache.
teacher headache.
friend lot of homework to do.
mother housework
father yardwork
7. My sweater is better than yours because it's softer.
jacket are they're warmer.
shoes shinier.
scissors sharper.

My slippers are better than yours because they're more comfortable.
watchdog is it's more ferocious.
book interesting.

8a. If it rains tomorrow, we'll stay at home.
play indoor games.
play under the house.
make mudpies.
take our raincoats.
umbrellas.

8b. If it's sunny tomorrow, we can go swimming.
fishing.
to the zoo.
to auntie's house.
around the island.

9. A: (Name) wants to know if you can fix his/her bike now.
B: Tell him/her I'll fix the bike later.
CUES: play football now
play baseball now
go to the store now
build the doghouse now
help him/her with his/her homework now

10. My sense of sight is valuable to me. It lets me read a book.
Our important us. us map.
Gabriel's him. him watch movies.
His him. him watch football games.
Your you. you TV.
(etc.) (etc.

11. My eyesight isn't very good. I wear glasses.
His He wears
My grandfather's He
Mother's She

12. Her eyesight is good at night.
His
A cat's
A mouse's
A rat's

13. Our sense of smell helps us to enjoy perfumes.
flowers.
roses.
plumerias.
gardenias.
carnations.
food.

14. My sense of smell isn't very good. I have a cold.
The dog's It has
My grandma's She has
15. A dog's sense of smell is usually very good.
cat's
mouse's
cow's
horse's
16. The smell of roses is nice and sweet.
plumerias
gardenias
carnations
pikake blossoms
17. The smell of food makes me hungry.
hamburger
barbecue meat
candy makes me happy.
flowers
mangoes
18. My sense of taste lets me enjoy drinks.
food.
oranges.
litchis.
mangoes.
bananas.
19. Taste tells us when our food is salty.
sweet.
sour.
good.
too sweet.
too salty.
spicy.
bad.
20. When I have a cold, my sense of taste is weak.
you your
we our
(etc.) (etc.)
21a. Water doesn't have much taste.
Milk
Rice
21b. Water doesn't have much taste, but salt water does.
Plain milk chocolate milk
Boiled rice Spanish rice

22.	Our touch tells us that something is	rough.
		soft.
		sandy.
		hard.
		round.
		flat.
		bumpy.
		smooth.
		greasy.
		wet.
		dry.

23.	I'm using my sense of touch when I	pat	something.
		poke	
		shove	
		scratch	
		rub	
		slap	

24.	This piece of paper is	stiff.	I can	write	on it.
		thick.		fold	it.
		thin.		crumple	it.
		rough.		rip	it.
		smooth.		draw	on it.
				make a house	with it.
				make a kite	with it.

25a.	Paper comes in	sheets.
		packs.
		rolls.
		boxes.
25b.	Paper comes in	sheets, doesn't it?
		(etc.)

26.	A:		B:
	Does that paper come in	bigger sheets?	Yes, it does.
		longer rolls?	No, it doesn't.
		wider	

27.	A:	B:		
	How much paper do you have?	I have	a lot of	paper.
	(Repeat question)		one pack of	
			a whole roll of	
			a whole stack of	

28.	T:	What kind of candy do you like?			
	C:	I like	hard candy.	It	lasts a long time.
			chocolate candy.		tastes good.
			peppermint candy.		melts in my mouth.
					makes my mouth feel cool.
					tastes like a pineapple.

29. Too much candy is bad for your teeth.
children.
me.
babies.

30. How much candy can I buy for a penny?
with five nickels?
a dollar?
five dimes?

31. There are many kinds of candy.
Candy is sometimes hard.
sticky.
gooey.
crunchy.
chocolate-coated.
soft.
chewy.
Candy comes in bars.
bags.
chunks.
boxes.
sticks.

* * * * * * *

LESSON XIIIb - Grade 3

TARGETS:
1. Mass nouns: sleep, posture
2. Strengthening the use of complex sentences
3. Strengthening the use of the irregular past "told"

NOTES:
1. Substitute names of children.
2. Ask each child to tell about what he does when he goes to the beach/goes camping, or what he'll do when he grows up. Ask him to use the clause beginning with "when".
3. Each child can ask another child a serious or funny question beginning with:
"Did you know that/where ______________?"

4a. To elicit the complex sentence structure use of "because" ask children questions about the dialogue: Examples:
"Why is good posture important?"
"Why is it that we can bend over and not break our backs?"
"Why should we exercise?"
"Why should we eat proper food?"

4b. Ask children to tell why they like or dislike certain things or certain holidays:

"I like Halloween because I like to go trick or treating."

5. The use of the mass nouns "sleep" and "posture" will be very limited. Practice can be limited to the exercises.
6. For extra material:
    a. "Hush Little Baby", collected by Jean Ritchie. From Music in Our Town, (c) 1956, 1962, Silver Burdett Company. (Children can be encouraged to make up their own words to the song.)
    b. "Posture" in Speech Activities in the Elementary School. Department of Education, Honolulu, p. 75.
    c. "If All Were One". Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 44.

DIALOGUE:

Posture

"Sit up straight." "Don't slouch." How often do you hear these words? Do your parents often remind you about your posture? They do it because they want you to grow up tall and straight.

Good posture means standing and sitting up straight. Good posture makes you look and feel better.

A: Did you know that your backbone isn't one bone? Did you know that many small bones make up your backbone? These small bones join together to make up your backbone.
B: I didn't know that. Who told you that?
A: My teacher did.
B: Now I know why I can bend over and touch my toes. I can bend over because my backbone isn't one bone.
A: But I wonder what keeps our backbone straight?
B: I think that muscles do that. That's why we need strong muscles.
A: How do we develop strong muscles?
B: My father told me that exercises build strong muscles. To have strong muscles, we also need to eat proper food.
A: Is sleep important?
B: It's good for healthy bodies. It must be good for strong muscles.
A: You're right.

EXERCISES:

1. Did you know that (Name) went to the mainland?
moved to Kona?
plays the ukulele?
didn't come to school?
lost the race?/is crying?

2. (Name) told me that the volcano is erupting again.
I think that he has a new bicycle.
How do you know that a tidal wave is coming?
his rabbit had some babies?
she's leaving?
it's supposed to rain today?
Who told you that today's my birthday?
April Fool's Day?
a holiday?

3. I'm stronger than you because I exercise.
drink a lot of milk.
eat a lot of good food.
get a lot of sleep.

4. A: Do you know why (Name) didn't come to school today?
(Repeat question)
B: (Name) didn't come to school today
because he's sick.
watching his baby sister.
in the hospital.
A: Do you know why (Name) is crying?
(Repeat question)
B: (Name) is crying because he has a toothache.
forgot his books.
fell down.
lost his book.

5. Tell me where you found my pencil.
wallet.
eraser.
ruler.
purse.

6. Teacher holds up visual cues -- CUE: pencil
A: Where's my pencil?
T: (Indicates by gesturing) -- ... in the crayon box
B: I can tell you where it is. It's in the crayon box.

Other visual cues:	Other locations:
pen	on the floor
eraser	under your book
book	in your desk
notebook	in the corner
ruler	

7a. That's where people vote.
I want to go.
the boats dock.
I found a marble.

7b. Is that where people vote?
the boats dock?
(Name) lives?

8. The story tells where early explorers went.
book birds go in the winter.
magazine the early Hawaiians lived.

9. T: . . . the movie
A: I'd like to know when the movie starts.
B: I can tell you when it starts -- at 8 o'clock.
CUES: the Flipper Show
the program
the puppet show
the concert

10a. The teacher visited me when I was sick.
He
She
My mother
My father
Daniel

10b. The teacher visited me when I was sick.
her she
them they were

10c. A: Who visited you when you were sick?
her she was
them they were
B: The teacher visited me when I was sick.
her she
(etc.)

10d. Did the teacher visit you when you were sick?
(etc.)

10e. The teacher visited you when you were sick, didn't she?
(etc.)

11. A: If you let me play with your pet, I'll let you play with mine.
kite,
truck,
puppet,
B: You can play with it if you promise not to hurt it.
tear
smash
break

12. (Direct to Indirect Statements):
Teacher cues Child A, then asks Child B what Child A is doing, and Child B reports with an indirect statement which changes the word order of the question asked by Child A.

Pattern:

1. Teacher cue: "glass of milk"
2. Child A to father: "Could I have a glass of milk?"
3. Teacher to Child B: "What is (girl's name) asking father?"
4. Child B: "She's asking her father if she could have a glass of milk."

(Same steps and framework for (b) and (c), but the shift to (b) and (c) exercises should be preceded by modeled examples of those types of questions and indirect statements.)

a. (To father):

A: Could/Can I have a birthday party?
a new bike?
a new pair of shoes?
another umbrella?
a baseball uniform?

B: She's asking her father if she could have a birthday party.
He's his he can (etc.)

b. (To mother):

A: What should I wear to school?
wear to the picnic?
take to Grandmother's house?
take to Auntie's house?
take to my friend's house?

B: She's asking her mother what she should wear to school.
He's his he (etc.)

c. (To a friend):

A: Where's your dog?
your sister?
your football?
the fish?
the fight?
the J. P. O. ?

B: She's asking where her dog is.
He's his (etc.)

13. Boys need lots of sleep.
Girls a lot of
Children
People
We

14. Sleep refreshes our body.
helps
strengthens
rests

15. A: How much sleep do you usually have?/get?
B: I usually have eight/nine (etc.) hours of sleep.
get a lot of sleep.

16. You/They have good posture.
He/She has
(Name)

17. His/Her posture's good.
Your/Their
(Name's)

18. You have good posture, don't you?
He has doesn't he?
(etc.) (etc.)

19. My grandfather's posture is not very good.
friend's
cousin's
sister's
father's

20. Good posture means not slouching.
holding your head up.
standing straight.
sitting straight.

21. Good posture makes you feel better.
look better.
feel more comfortable.

22. Yesterday my teacher told us a story about the Pilgrims.
dinosaurs.
Columbus.
King Kamehameha.
a pig and a spider.

23. A: What did John tell you yesterday?
B: He told me that he was sick.
has a new baby brother.
saw the eruption.
visited Kona.
has a surprise for me.

24. (Change to the past tense at cue: "last week"):
(Name) tells us a story every day.
riddle
joke

GLOSSARY OF TERMS

aspiration: Strictly speaking, the explosion of English voiceless plosives, /p/, /t/, and /k/ with a strong puff of air.

backward build-up: A technique for teaching utterances of more than six or seven segments. Breaking them from the end into small logical segments helps teachers and children maintain the appropriate intonation. Each segment is modeled by the teacher and repeated by the students. After the individual segments are learned, the entire utterance is repeated.

consonant cluster: A consonant cluster is a combination of two or more consonants which are pronounced in close succession. A cluster may occur at the beginning of words, in the middle, or at the end.

cue: A word, picture, or gesture that stimulates the desired response.

dialect: "A variety of a language, regional or social, set off (more or less sharply) from other varieties by (more or less clear) features of pronunciation, grammar or vocabulary." (Defined by Raven I. McDavid in "The Dialects of American English," The Structure of American English by W. Nelson Francis, Ronald Press, New York, 1958, p. 480.)

idiolect: "...the speech pattern of one individual at one particular time of his life." (Dialects - U.S.A., Jean Malmstrom and Annabel Ashley, N.C.T.E., Champaign, Illinois, 1963, p. 3.)

internalize: Learn to manipulate automatically.

intonation: The melody of a language produced by the rise and fall of the voice.

minimal pair: Two words that sound alike except for one phonemic (sound) difference; e.g., bag/back; sheep/ship; bit/pit.

model: A basic utterance or pattern spoken by the teacher or a native speaker either live or on tape which the children imitate.

native speaker: A person born in the language community or one who has learned the language (including its gestures) so thoroughly that he could be mistaken for a native.

pattern practice: A drill or exercise designed to give learners intensive repetition of a language item. The practice may consist of repetition of a model, or it may involve substitution, additions, deletions, or combinations of words in the model or pattern being learned.

phoneme: The smallest unit of sound which distinguishes one word from another, that is, which makes a difference in meaning between two words; /p/ and /b/ are phonemes because they make a meaning difference in words like pit/bit or pat/bat. (Allophone: One of the variant sounds of a phoneme. For example, the different "p" sounds in "pill," "spill," "cup" are all variants, or allophones, of the phoneme /p/.)

repertoire: Fund of responses that are automatically available for use at will.

rhythm: The regular repetition in speech of stressed syllables or words.

segment: A syllable of a word, or a meaningful group of words in an utterance; e.g., mean/ing/ful; box/es; I went/ to the store.

stress: The prominence of syllables in speech. In English, we distinguish word stress, phrase stress, and sentence stress. The stressed syllable in English is a little longer and louder than others.

structure: 1) The recurring patterns of the language as they occur in forms of words and in arrangements of words in utterances. 2) The grammar of the language.

voiced sound: A sound made with the vocal cords vibrating as in all vowels and certain consonants such as /b/, /d/. The vibration of the /z/ can be felt by putting a finger on the Adam's apple.

voiceless sound: A sound made while the vocal cords are not vibrating; e.g., /p/, /t/.

ACKNOWLEDGMENTS

Reproduction by users of any copyrighted material contained in documents disseminated through the ERIC system requires permission of the copyright owner.

"The Birthday Child": Reprinted from Round the Mulberry Bush by Rose Fyleman by permission of Dodd, Mead & Company. Copyrighted 1928, renewal 1955. Permission to reproduce this copyrighted material has been granted by Dodd, Mead & Company to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Jump - Jump - Jump": Reprinted from Marigold Garden by Kate Greenaway, by permission of Frederick Warne & Co., Inc., Copyrighted 1910. Permission to reproduce this copyrighted material has been granted by Frederick Warne & Co., Inc., to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Sh": Reprinted from I Live in a City by James S. Tippett by permission of Harper & Row, Publishers. Copyrighted 1927. Permission to reproduce this copyrighted material has been granted by Harper & Row, Publishers, to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Sunning": Reprinted from A World to Know by James S. Tippett by permission of Harper & Row, Publishers. Copyrighted 1933. Permission to reproduce this copyrighted material has been granted by Harper & Row, Publishers, to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Trucks" and "Tugs": Reprinted from I Go A-Traveling by James S. Tippett by permission of Harper & Row, Publishers. Copyrighted 1929 by Harper Bros., 1957 by James S. Tippett. Permission to reproduce this copyrighted material has been granted by Harper & Row, Publishers, to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Hickety, Pickety" and "There Were Two Cats of Kilkenny": Reprinted from Old Mother Goose, adapted by Frank Haines by permission of Holt, Rinehart & Winston, Inc. Copyrighted 1963. Permission to reproduce this copyrighted material has been granted by Holt, Rinehart & Winston, Inc., to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Poor Old Lady": Reprinted from Sounds of the Storyteller by Bill Martin, Jr. by permission of Holt, Rinehart & Winston, Inc. Copyrighted 1966. Permission to reproduce this copyrighted material has been granted by Holt, Rinehart & Winston, Inc., to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Harriet Hutch," "Nicholas Ned," "Was She a Witch?": Reprinted from Tirra Lirra by Laura E. Richards by permission of Little, Brown and Co. Copyrighted 1918, 1930, 1932. Permission to reproduce this copyrighted material has been granted by Little, Brown and Co., to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Why the Spider is Bald": Adapted from The Adventures of a Spider by Joyce C. Arkhurst by permission of Little, Brown and Company. Copyrighted 1964. Permission to reproduce this copyrighted material has been granted by Little, Brown and Company to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Up in the Tree": Reprinted from Finger Plays and Action Rhymes by Frances E. Jacobs by permission of Lothrop, Lee & Shepard Company. Copyrighted 1941. Permission to reproduce this copyrighted material has been granted by Lothrop, Lee & Shepard Company to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"Song to Five Toes": Reprinted from One Thousand Poems for Children edited by Elizabeth Hough Sechrist by permission of Macrae Smith Company. Copyrighted 1946. Permission to reproduce this copyrighted material has been granted by Macrae Smith Company to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"On an Island": Reprinted from *A Manual for Teachers of English in the Trust Territory of the Pacific Islands*, adapted by Byron W. Bender and Gregory J. Trifonovitch, by permission of Byron W. Bender and Gregory J. Trifonovitch and Trust Territory Department of Education. Copyrighted 1965. Permission to reproduce this copyrighted material has been granted by Byron W. Bender and Gregory J. Trifonovitch and Trust Territory Department of Education to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"I Can Fly": Reprinted from *I Can Fly* by Ruth Krauss by permission of Western Publishing Company. Copyrighted 1966. Permission to reproduce this copyrighted material has been granted by Western Publishing Company to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"This is the Circle That is My Head": Reprinted from *Finger Plays* by Adelaide Holl by permission of Western Publishing Co., Inc., Golden Press. Copyrighted 1964. Permission to reproduce this copyrighted material has been granted by Western Publishing Company to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

"My Shadow": Reprinted from *A Child's Garden of Verses* by Robert Louis Stevenson by permission of The World Publishing Company. Copyrighted 1946. Permission to reproduce this copyrighted material has been granted by The World Publishing Company to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce ERIC documents.

BIBLIOGRAPHY

Allen, Virginia F., "Teaching Standard English as a Second Dialect," Teachers College Record, 68, February, 1967.

Anderson, Tommy R., "Linguistics and the Teaching of Pronunciation"; Workpapers in English as a Second Language, University of California, Los Angeles, April, 1968.

Bailey, Beryl Loftman, "Some Aspects of the Impact of Linguistics on Language Teaching in Disadvantaged Communities," Elementary English, XLV, No. 5, May, 1968.

Bolz, George C., "Promoting Oral Expression," National Elementary Principal, #42, April, 1963.

Bowen, J. Donald, "Applications of Grammatical Analysis to Language Teaching," (Virginia French Allen, editor), Champaign, Illinois, National Council Teachers of English, 1965.

Brooks, Charlotte K., "Some Approaches to Teaching English as a Second Language," Non-Standard Speech and the Teaching of English, Washington, D.C., Center for Applied Linguistics, 1964.

Brooks, Nelson, Language and Language Learning, 2nd Edition, New York, Harcourt, Brace and World, 1964.

Carlson, Thelma, "The Sharing Period in First Grade," Elementary English, XLIII, #6, October, 1966.

Crowley, Dale P., "Language Programs Contrasted," Elementary English, XLIV, #7, November, 1967.

Dykstra, Gerald, "Perspective on the Teacher's Use of Contrast," Theory and Practice in English as a Foreign Language, Selected Articles from Language Learning No. 2, The Research Club in Language Learning, Ann Arbor, Michigan, 1963.

Finocchiaro, Mary, English as a Second Language: From Theory to Practice, New York, Regent Publishing Company Division of Simon & Schuster, Inc., 1964.

Gibb, Jack R., "Defensive Communication," Readings in Managerial Psychology, 1964.

Gladney, Mildred R. and Lloyd Leaverton, "A Model for Teaching Standard English to Non-Standard English Speakers," Elementary English, 1968.

Gleason, H.A., An Introduction to Descriptive Linguistics, rev. ed., New York, Holt, Rinehart & Winston, 1961.

Gordon, Morton J. & Wong, Helene H., A Manual for Speech Improvement, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1961.

Hill, L.A., "Final Clusters in English," English Language Teaching, 17, July, 1963.

Horrworth, Gloria L., "Listening: A Facet of Oral Language," *Elementary English*, XLIII, #8, December, 1966.

Kopp, O.W., "The Evluation of Oral Language Activities: Teaching and Learning," *Elementary English*, XLIV, #2, February, 1967.

Lado, Robert and Fries, Charles C., *English Pronunciation: Exercises in Sound Segments, Intonation, and Rhythm*, Ann Arbor, Michigan, The University of Michigan Press, 1954.

Loban, Walter, *Problems in Oral English*, No. 5 in a Series of Research Reports Sponsored by the NCTE Committee on Research, NCTE, Champaign, Illinois, 1966.

__________, "Teaching Children Who Speak Social Class Dialects," *Elementary English*, XLV, #5, May, 1968.

__________, Margaret Ryan, and James R. Squire, *Teaching Language and Literature*, New York, Harcourt, Brace and World, Inc., 1961.

MacLeish, Andrew, "Teaching Standard English Vowels in Hawaii," *Pacific Speech*, Vol. II, #3, 1968.

May, Frank B., "The Effects of Environment on Oral Language Development: II" *Elementary English*, XLIII, #7, November, 1966.

McDavid, Jr., Raven I., "Some Social Differences in Pronunciation," *Language Learning*, 4, 1953.

McQuown, Norman A., *Language-Learning From an Anthropological Point of View; The Elementary School Journal*, 54, March, 1954.

Nida, Eugene A., "Selective Listening," *Language Learning*, 4:3 and 4, 1952-1953, 920101.

Politzer, Robert L., *Problems in Applying Foreign Language Teaching Methods to the Teaching of Standard English as a Second Dialect*, Research and Development Memorandum No. 40, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California, December, 1968.

Robinett, Betty W., "Applications of Linguistics to the Teaching of Oral English," *On Teaching English to Speakers of Other Languages*, Series II, Papers Read at the TESOL Conference, San Diego, California, March 12-13, 1965, ed. by Carol J. Kreidler, NCTE, Champaign, Illinois, 1966.

Sibayan, Bonifacio P., "Repetition in Language Learning," *Teaching English as a Second Language*, (H.R. Allen, editor), New York, McGraw-Hill, Inc., 1965.

Slager, William, "Effecting Dialect Change Through Oral Drill," *English Journal*, Vol. 56, No. 8, 1967.

Smalley, William A., Manual of Articulatory Phonetics, rev. ed., Practical Anthropology, Tarrytown, N.Y., Part I c. 1961, Part II c. 1962, rev. ed., 1963.

Social Dialects and Language Learning, Proceedings of the Bloomington, Indiana Conference, 1964, ed. by Roger W. Shuy (Director: Alva L. Davis, Asst. Director: Robert H. Hogan), NCTE, Champaign, Illinois, 1964.

Stromer, Walter F., "Learn How to Listen," This Week Magazine, #16, February, 1960.

The Dynamics of Instructional Groups, "Sociophyschological Processes of Group Instruction," 59th Yearbook of the National Society for the Study of Education, Part II, Chicago, University of Chicago Press, 1960.

Weinrich, Uriel, "On the Description of Phonic Interference," Word, 1957.

West, Michael, "Learning English as Behavior," English Language Teaching, 1st, October, 1960.

Wilt, Miriam E., "Let's Teach Listening," Creative Ways of Teaching the Language Arts, NCTE, Champaign, Illinois, 1957.

Wood, Barbara Sundene, "Implications of Psycholinguistics for Elementary Speech Programs," The Speech Teacher, Vol. XVII, #3, September, 1968.